DOCUMENT RESUME

ED 207 065 CS 206 577

AUTHOR	Cole, Helen
TITLE	Teacher's Guide to Newspaper in Education.
INSTITUTION	Waco Tribune-Herald, Tex.
PUB DATE	[78]
NOTE	132p.; Photographs may be marginally legible. A number of illustrations have been removed due to copyright restrictions.
AVAILABLE FROM	The Waco Tribune-Herald, P. O. Box 1100, Waco, TX 76703 ($10.00, Quantity price, $5.00).
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Classroom Techniques; *Content Area Reading; Educational Resources; Elementary Secondary Education; *Instructional Materials; Language Arts; Mathematics Instruction; *Newspapers; Reading Instruction; Reading Skills; Science Instruction; Social Studies; Teaching Guides

ABSTRACT

This guide contains lists of activities for using the local newspaper as an educational resource to develop content area reading skills. The compilation of ideas and activities, divided into four sections, offers suggestions for using the newspaper in language arts, social studies, mathematics, and science instruction. A fifth section on newspaper publishing contains subsections on newspaper terminology, how to study the newspaper, how the newspaper is put together, and how to read a newspaper. (RL)

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Teacher's Guide

to

Newspaper in Education

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By

Helen Cole
NIE Coordinator

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Waco Tribune-Herald
Waco, Texas

Acknowledgements

Courier-Journal and Louisville Times
Louisville, Ky.

The Plain Dealer
Cleveland, Ohio

All Central Texas educators involved in the NIE program

Ann Roznovsky
Promotion Director, Waco Tribune-Herald

John Melton, Compositor

Lou Littlefield, Artist

Carol Daniel
Carol Craft, Typists

Linda and C.C. Sirkel
Silk-screener and Printer

Cathy Kotter
Promotion Staff Assistant

Linda Skover
NIE consultant, ANPA

Gene Woodliff
Herby Faris
Andy Pecskovszky
Dan Knowles
Tribune-Herald composing room staff

John Bennett
Tribune-Herald photographer

Foreword

I have often advised college students that if they thoroughly read a good newspaper each day for four years they would thereby learn about as much as they normally learn in their college classes. In my opinion, one of the reasons the scores made by our young people on national educational tests get lower each year is the decline in their reading of newspapers and news magazines. Many young people today never read a daily newspaper or news magazine and some read only the comics or sports page.

Brief newscasts on radio or television are no substitute for carefully reading a good newspaper which over a period of time will bring information about all types of activities—political, social, educational, economic and natural—in every part of the world.

Daily reading about the varied events and trends of the world develops the ability to read with critical understanding and contributes to making the reader a better and more intelligent citizen of his city, state, and nation.

Abner V. McCall
President, Baylor University

Introduction

Help Johnny read—and write—and work—and live in today's complex world; that is the Waco Tribune-Herald's goal.

Concurring with the ever-increasing cries of the general populace and the educational community to "get back to basics", your local newspaper has compiled this "ideas book" for teachers. Each page is carefully designed to enable instructors to turn our daily newspaper into a "living textbook".

What more current text can a teacher use in the classroom than the most recent edition of the daily newspaper? And when that newspaper is joined in the classroom with this teaching guide, even non-motivated students "turn on" to learning.

Young people today readily accept the newspaper, viewing it as an agent of the adult world, rather than a contrived device in textbook form. It pleases and encourages them to handle an adult medium with some degree of proficiency.

The Waco Tribune-Herald recognizes how heavy the teachers' workload is and therefore designed this book to energize each subject without causing teachers to spend precious time creating new and interesting activities. Ideas are divided into categories, but lising of an activity does not mean it may not be incorporated into another category by a creative teacher.

Indeed, teachers' creativity plays a large role in this ideas book. Each suggestion can be modified according to the abilities of particular classes and students.

This manual is but one part of our intensive Newspaper in Education program. There will be teacher workshops, newsletters, newspaper plant tours, slide shows of how the newspaper is produced, filmstrips on the world today, annual updates for this "ideas book", and many other educational ventures—all available to Central Texas teachers who use the Waco Tribune-Herald in their classrooms.

▶ Remove the caption from newspaper pictures and ask students to write a news story about what happened before the picture was taken. Younger students may write only a few short sentences. Older ones might be instructed to use complete sentences, correct paragraphing, spelling, and use complete sentence construction as well as creativity.

▶ Divide the students into groups. Assign them the task of selecting a news story in the newspaper which could be developed as a fairy tale. Ask them to be prepared to read these before the class, displaying pictures (if any) about the story.

▶ Using a current news story appropriate to this lesson, have students read for details. Lead in a discussion of the story which will likely include the six points: who, what, when, where, why, and how. Ask the students what information is related to the reader in a short story. These are: character, plot, setting, and motivation. Discuss these terms and give examples of these in the news story.

▶ Allow students to choose one picture from a collection in a box. Ask them to study the picture carefully, and then write a brief skit from their imagination to be acted out in front of the class.

▶ Number the frames of a comic strip lightly on the back side for future reference. Separate the frames and scramble them. See if students can put the comic strip back the way it was originally. Repeat with additional comic strips.

▶ Teach students to analyze news stories for the following attributes: sentence structure, reverse order of sentences, use of specific words, economy of words, and knowledge of new words.

▶ Collect newspaper headlines until one is available for each student. These should be as unusual and interesting as possible. Place these in a box or bag, allowing students to select one for a writing assignment. Direct students to use the headlines as the basis for a story which might be written as a news story or a feature story.

▶ In an effort to stimulate use of the imagination, show students a picture which will encourage them to think creatively. For instance, a picture of a house is not really just a picture of a house. It is a picture of a place where people live. It is a picture where children play in the yard, where a father mows the grass even though these things cannot be seen in this particular picture. Ask students to create a poem about some aspect of the picture that appears only in the imagination.

Example:

Behind the curtains
I can see
A boy and a girl
Looking at me

And I can tell
By the curious face
That appears
Beyond the lace,

What shows in the look
And the jovial smile—
They'd like
A new friend
Once in awhile!

▶ Take time to review several known root words. Present 5 or 6 prefixes. After reading assigned story in the newspaper, have students circle all the words they can find using five given root words. List these and the new word formed by adding the given prefixes. Encourage students to try to define the new words based on their review of the definition of the given prefixes.

Example:

Root words—come, take, run, able

Prefixes—over, under, be, re, un, in

▶ Classified advertising in the newspaper is sold by the line. Therefore, people have learned to abbreviate their messages in order to get more for their money. By abbreviating, more words can be fitted into each line. Below are some common abbreviations:

1. 3 bdrm:
   bedroom
2. lvly apt:
   lovely apartment
3. sta wgn:
   station wagon
4. excel spot:
   excellent spot
5. gd oppty:
   golden opportunity
6. fee nego:
   fee negotiable
7. file clk:
   file clerk
8. auto trans:
   automatic transmission

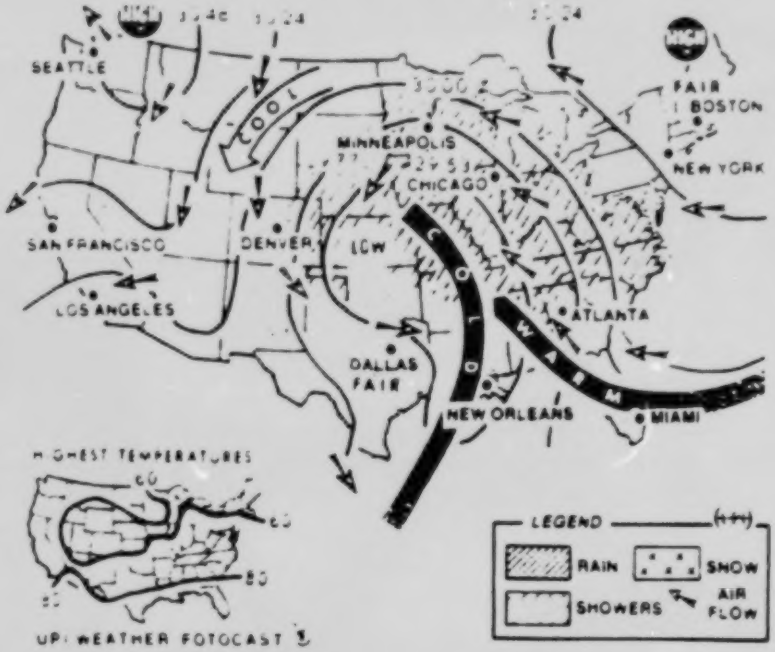
Challenge students to find others in the classified section of the newspaper and list them along with their interpretations. Explain that these are not acceptable as abbreviations in usage other than in the classified ads. Ask them to find acceptable ones used in everyday language. (Ave., Mr., Dr., etc.)

- Students will bring three pictures from yesterday's newspaper with captions removed. These will be placed in a box from which each student will draw three. Ask each student to write a caption for each of his pictures, and then select the one he likes best. Next have each student write one paragraph on what he thinks happened immediately after the picture was snapped. Present these orally to the class. Pictures and paragraphs may be placed on the bulletin board.

- Show students examples of one, two, three, and four syllable words on the chalkboard that you have found in the newspaper. Ask them to clip or list 10 or more words of each example to divide into syllables using a diagonal slash mark.

- Tell students to analyze words from the newspaper headlines as to prefixes and suffixes. Ask them to record those located. (Small headlines will have to be used as well as large ones.) Ask students to list root words after each prefix or suffix. Discussion may follow concerning the change in meaning made by each.

- Introduce the obituary column to students and explain its function in the newspaper. Then ask students to select a comic strip character and write that character's obituary following the style used in the column. Point out to students the conciseness used by the writer as well as sticking only to basic facts.

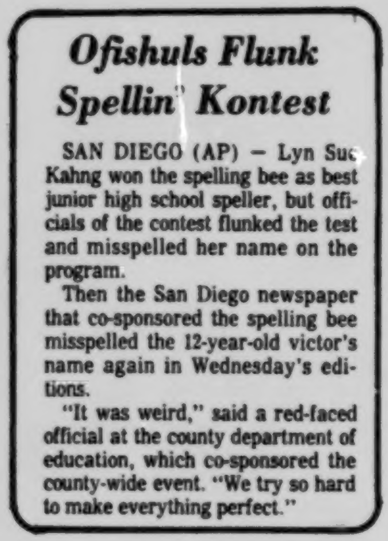

SEATTLE
SAN FRANCISCO
LOS ANGELES
DENVER
COOL
LOW
MINNEAPOLIS
CHICAGO
DALLAS FAIR
COLD
WARM
NEW ORLEANS
ATLANTA
MIAMI
FAIR
BOSTON
NEW YORK
HIGHEST TEMPERATURES
60
80
UPI WEATHER FOTOCAST
LEGEND
RAIN
SNOW
SHOWERS
AIR FLOW

▶ Allow your students to rewrite the weather report using antonyms. Examples might be: rainy-sunny, humid-dry, cloudy-clear. This procedure may be adapted to use of a sports article describing a team's victory.

▶ Inform students that you expect them to serve as a rewrite person at the Waco Tribune-Herald. You, the teacher, are the reporter covering a story just before deadline. Suddenly you realize there is no time for you to drive to the newspaper office and write the story yourself, so it will be necessary for you to telephone the facts in to a rewrite person.

Instruct students to take notes on the basic information as you relay the message over the phone. They are to write up the article as concisely and quickly as possible. Remind them that the "5 W's" should be used as near the beginning of the article as possible.

▶ Engage students in a discussion of personification. Display photographs from the newspapers of natural beauty or human interest from which captions have been removed. Ask students to write captions containing at least one example of personification. Examples might be: "The golden daffodils nodded their heads in glee." "The sun smiled in pleasure."



Ofishuls Flunk Spellin' Kontest

SAN DIEGO (AP) – Lyn Sue Kahng won the spelling bee as best junior high school speller, but officials of the contest flunked the test and misspelled her name on the program.

Then the San Diego newspaper that co-sponsored the spelling bee misspelled the 12-year-old victor's name again in Wednesday's editions.

"It was weird," said a red-faced official at the county department of education, which co-sponsored the county-wide event. "We try so hard to make everything perfect."

▶ It is the task of professional proofreaders to read everything that is printed in the newspaper in search of errors to correct. Nevertheless, some errors still occur. Ask students to be on the lookout for evidences of such errors, clip them, and post them on the bulletin board.

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▶ Instruct students to draw up a rating chart which will include the names of their classmates. Present them with clippings of items found in the newspaper ads. In turn, ask them to rise, display the picture and give a one minute sales pitch as to why the class should buy the article advertised. Next, have the class score the speaker as to persuasiveness, and as to how well he did on such short notice.

▶ Have students examine articles in the newspaper to determine which use the first, second or third person pronouns. Lead in a discussion as to whether "Dear Abby" would be written in first, second, or third person singular or plural. Also which would be used in a letter to the editor? A news story on the front page? An advertisement?

▶ Make a study of headlines to find summarizing quality, verb tense and use of the infinitive. Discuss with students the need of these qualities.

▶ Select one student to assume the personality of a comic strip character or a sports celebrity and be interviewed by the rest of the class. They will take notes and write up his "story" as he relates it.

▶ Separate class into small groups of four or five. Give each group a newspaper advertisement to be rewritten as a TV or radio commercial. Each group will prepare and rehearse their own script, and then present their skit before the remainder of the class.

▶ Assign the writing of an editorial about a school situation that needs improving, such as: maintaining order in the halls, the need for cleaner rest rooms, adding flower beds to the campus, etc.

▶ In teaching the elements of a short story, the teacher will find excellent examples of conflict in the Waco Tribune-Herald. Locate illustrations or articles of man against man, man against nature, and man against self in the pages of the newspaper. Discuss each. Allow students opportunity to find others. These may be clipped and arranged on a page of a scrapbook, or simply located and shared with the class.

You'll want to be your most elegant. Wear this romantic chiffon satin gown trimmed with beautiful lacy accents. Lovely!

On That "Special" Day...

▶ An unused wedding dress is advertised in the classified section of the Waco Tribune-Herald. Ask students to write a narrative of human interest concerning this ad. Search the classified section of the newspaper for other appropriate writing assignments.

▶ Use a news story and a corresponding editorial to point up the difference between objective and subjective writing. Introduce a current news story of interest setting forth the idea that news is strictly objective, giving only the facts with no emotion and no opinion. On the other hand, an editorial on the same subject will be written subjectively giving opinion and perhaps emotion as well as facts.

Allow students time to examine both articles being sure that they understand the difference. Ask them to be on the lookout for future examples of objective and subjective articles to share with class members in open discussion, or to place in the pages of a booklet.

Breakfast
Support
Squeeze
Interest
Jam
Promise
People
Labor
Kids
Student
Teacher
Mother
OK
Parents
Safety

- Have students decide upon a general topic about which they might be interested in writing, such as, love, friendship, death, loyalty, or liberty. Have students circle, underline, clip and paste, or record words in the newspaper that relate to their chosen topic, They would do well to choose large letters numbering about 20. Ask them to look for several lively verbs, descriptive adjectives, pronouns and nouns. They may then try several arrangements until they are satisfied with their idea of what might be considered a poem. These might be placed on the bulletin board so that they may view each other's creativity.

- Choose stories of interest to students and remove the headlines from each. Ask students to choose an article and write a headline for it based on the main idea of the story. Repeat the process until each student has written several headlines. Later allow them to compare theirs with the original.

- Have students circle, underline or clip headlines which contain one or more silent letters. Ask each to mark each vowel sound with the accepted marking a curved line above a short vowel sound, and a straight line above a long vowel sound. Next direct each student to use a diagonal slash through each silent letter.

- Instruct students to scan the classified advertising section of the newspaper for something they would like to have. Ask students to list words which describe the item of interest. Explain that these words are adjectives. Lead in a discussion of what the ad would be like without adjectives. Permit students to create their own ads for fun, being careful to use precise adjectives.

- Have students clip large and small headlines from the newspaper which contain a gerund or a participle. Place these in a box or bag. Ask students to draw a headline as they come forward one by one. Each must identify the verbal as to gerund or participle, and explain how they know.

▶ Select 10 news photos and clip away the captions from them. Present a few introductory remarks to students about the need for newspaper editors to conserve space, and that one way they do this is by using precise captions accompanying photos. Allow students to refer to news stories as they attempt to write appropriate captions for the photos selected. The best ones might be placed on the bulletin board.

▶ Have students cut out consonant letters from the newspaper, and paste on sheets of a roll of paper towels. Ask them to look through the newspaper again and clip pictures of things that begin with each of the letters. Paste these on the sheets with the correct letter. Next unroll the paper towels as far as desired on the floor and play "Moon Shot" by throwing bottle caps at the first sheet and attempting to identify the pictures if the cap lands within the sheet. If it falls outside the sheet, the student must wait until his next turn to try to move to the next sheet. Two or more can play with each identifying the pictures on the spaces as they move along. The first player to reach the moon on the last sheet of paper towel wins the game. (The towels might be decorated with stars along the way, and a moon at the top.)

▶ Allow students to select an article of particular interest to them—any article. Ask them to circle all words that mean "more than one." You might ask them to compare the number of words ending in "s" with those ending in "es". Those with internal changes might be counted also.

▶ Ask class to examine Erma Bombeck's column in the newspaper. Help them see what good use she makes of hyperbole (or overstatement). Ask students to identify sentences that are particularly humorous because of her clever use of this figure of speech. Next ask students to try writing a short story of their own using some of Erma Bombeck's techniques. Suggested topics might be:

On the way to the store —
Last Christmas at our house ——
Our vacation trip was —

▶ Ask students to search for slang expressions and examples of poor grammar on the comic pages. "Freddy" and "Snuffy Smith" will yield evidence of these two usages. Challenge students to change the language in one comic strip so that it can be understood by everybody.

0 1 2 3 4 5 6 7 8 9
WHAT'S NEWS?

▶ Instruct students to begin reading up on a chosen controversial issue. (Examples: restoration of a historical building, water fluoridation, littering, etc.) Organize debating teams for the purpose of learning the importance of backing up statements with facts and quotations. Follow prescribed debate procedures in presenting materials.

▶ Direct the attention of the students to a chosen piece of literature in the textbook, such as, "The Death of the Hired Man". Ask them to write a news story based on the piece of literature. Allow students to compare accounts through oral reading before the class.

Election Judge Meets Challenge

Jury Asking If Ford Paid Bribe Abroad

Reluctant Prosecutor Frees Sole Suspect in Toups Death

Mexico's War on Narcotics Praised

▶ Explain to students that newspaper headlines are written in complete sentences in shortened form. This is accomplished by allowing the verb "is" and its variations to be understood instead of spelled out.

Example:
"Suspect arrested in explosion fatal to 23."
If this headline were written in long form it might read, "A person suspected of causing a warehouse explosion fatal to 23 people is being held."

Place 5 to 10 headlines on the chalkboard for consideration. Ask the students to examine them carefully, and then write them out in long form. These may be placed on the chalkboard by individual students when the assignment is completed. Then, give each student one article from the newspaper from which the headline has been removed, and ask him to write a headline for it. (Note: Headlines are usually written in the present tense.)

▶ Remove the headlines from news stories. Allow students ample time to read the stories, after which they will be required to write appropriate concise headlines for them.

▶ Headlines are important because they give an idea of what a story is about at a glance. Well-written headlines are concise and to the point in the interest of space. Ask class to write headlines for a favorite fairy tale or nursery rhyme, remembering that headlines are usually written in the present tense and include one noun and one verb, even though the verb "is" and its variations are often understood rather than written.

Wounded Runaway Balloon Injures Man

▶ Propaganda techniques can be identified by any of the following techniques:

1. Bandwagon— "Everybody's doing it."
2. Testimonial— "Joe Namath drinks this coffee."
3. Snob appeal— "Original creations by Madam Nose in the Air."
4. Plain folks— "Howdy, neighbors."
5. Name calling— "Red, reactionary, hippie."
6. Glittering generalities— "It's the American way." "...absolute honesty."
7. Transfer— Use of a mother and child picture to transfer feeling of love to an unrelated object.
8. Stock words and phrases— "Laboratory tested", "preferred by doctors three to one."
9. Card-stacking— Use of half-truths which cannot be denied, or whole truths which have no point in the discussion; selective omissions; incomplete quotations.
10. Extrapolation— Saying that because one thing happened, something else is bound to happen. ("It's rained for the past 15 years on my birthday, and it'll rain for the next 15.") Help students understand that the propagandist is appealing to the emotions by use of these techniques.

Allow students time to scan a news story which has been carefully chosen for its propaganda leaning. Have them analyze it for the purpose of identifying the tactics mentioned. Make use of the following questions in order to prompt discussion:

1. Who is the person employing the use of propaganda?
2. What techniques are being used?
3. What emotions, interests or desires are being appealed to?
4. Whose interest is being served?
5. What is his purpose?
6. How will you respond?

Ask students to find other instances of propaganda in the newspaper.

▶ Check the classified ads for unusual situations which might capture the imagination of students, and serve as a springboard for a writing assignment.

▶ Ask students to select news photos revealing two or more persons in conversation. Have them imagine what they might be saying. Then have them write dialogues based on their ideas of what is transpiring. Note: Rules for punctuating quotations should be reviewed first, and examples shown.

▶ Work with students in changing the sentence structure of sentences found in the newspaper. Example: "Instead of her comfortable position with the United States, Japan might wind up caught in a vise." A different beginning might read, "Japan might wind up caught in a vise instead of in her comfortable position with the United States." Another might be: "Japan, now in a comfortable position with the United States, might wind up caught in a vise."

▶ Work with younger children in cutting out words from the various pages of the newspaper and arranging them in sentences. After they have cut 10 words, ask them to try writing a sentence from the words found. Allow them to exchange words if they like.

▶ Explain to the class that editorial writing usually consists of four parts— the question, proof, conclusion, and suggestion for reader action. Ask students to examine a given editorial identifying these four parts. Then, have them write an editorial of their own, either on a chosen or assigned subject, using the four part style studied.

▶ Ask students to search the newspaper for a person they would like to write a character sketch about. Have them study the person chosen through newspaper accounts before beginning to write.

▶ After a study of business letter writing, students might be introduced to the want ad section of the newspaper, whereupon they will select one of particular interest that sets forth a job description. Allow students to write a correctly prepared business letter in response to the ad.

▶ Duplicate your own version of a news story in which you have used as many slanted words and phrases as possible. Tell students to circle the biased statements or words. Allow them to compare your version with the original.

▶ After supplying each student with a copy of the day's newspaper, ask them to read a specific news article, watching for and listing every capitalized word in the article. Discussion might follow along the lines of what these words have in common that would make them all need to be capitalized. (They are names of persons, places, or things.)

Crime Concern

To the Editor:

A few days ago, a retired Baylor professor riding his bicycle near LaSalle Street was accosted by a young hoodlum who after some struggle took the professor's wallet and fled but was apprehended a short time later.

A young reporter for the newspaper leaving his office to go to the courthouse was attacked and severely beaten and injured. The attacker was also arrested a short time later. The first hoodlum was free on bond a while later.

Where does this scum of society get the money to post bail? Do they have an open account with the bail bonding company for present or future planned robbery?

How many have committed other offenses while out on bail?

Isn't it time to stop this scum from hurting all of us? This is addressed to the people who make the laws, the people who administer them and to the people who parole some of this ilk to the detriment of all of us.

Bert Scheinbrum
4420 Athens

▶ Choose about five articles in the newspaper for the class to consider. Explain to the class that they will be allowed about 15 minutes to read the assigned articles after which time they will be interrupted. At the designated time the teacher will ask the students to turn to the "Letters to the Editor" section of the newspaper, and give information about this type of writing. Students will be asked to write letters to the editor about one of the articles assigned earlier. These letters will be written from the first person point of view, that is, subjectively.

Letters to the Editor

Letters to the editor are welcome but only signed letters — preferably less than 200 words — will be considered for publication. Letters are subject to condensation and become the property of the Waco Tribune-Herald.

▶ Reproduce a five or six paragraph news article on a spirit master, leaving every tenth word blank. Ask students to fill in appropriate words for those that are missing. Compare the words the students chose to determine how close they came to the exact word missing. Check to see if suitable synonyms were used. Spring from this exercise to an explanation of the use of context clues in reading.

▶ Arrange students in groups of four or five. They may choose words from the newspaper such as depression, aggression, freedom, love, etc. and pantomime what the word means to them.

On Canal Vote

To the Editor:

I want to respond to the article by Drummond on the editorial page of the paper dated April 28, 1978.

I agree that they voted to satisfy themselves and not the people they are supposed to represent, I do not agree that it was a democratic representative vote, but a Marxist, Lenin, Stalin variety. I do not believe that even one of the senators that voted for the treaties would be willing to let the people vote on it. Even the dictator of Panama was willing to do that.

I do not believe the public opinion pollsters either, they can make them look any way they want. But anytime a senator's mail is running 70 to 1 against, as Senator Bentsen's did at last report, you can bet a big majority of the people of Texas would have voted against the treaties if they had had the chance. And I sure don't think the people of Texas are that much out of step with the nation as a whole either.

L. L. Archer
706 W. Sabine
Groesbeck, 76642

▶ Classified ads afford students excellent opportunities to examine concise writing. Have students study several examples from the newspaper with the intention of writing one themselves. Instruct students to choose either another student or an object in the room to serve as the subject of a classified ad. Caution them to write as concisely as possible in describing the subject. Ask students to vote on the one they like best. Place the top three on the bulletin board under the title "Classy Classifieds".

▶ Ask students to see how many words they can find that sound the same but differ in meaning. (bare, bear) Ask them also to locate words that look the same but have different meanings. (tear, tear)

Homophones are words that sound the same, and homographs are ones that look the same.

▶ Instruct students to write two sentences for each homograph they locate — one for each of the two meanings.

▶ Explain to students that this activity will offer opportunity for practice in supplying correct punctuation of direct quotations. Ask them to rewrite a chosen comic strip in paragraph form.

Example: Bugs Bunny moves the straight razor across the leather strop, sharpening the edge dangerously thin. Doc, seated in the barber's chair with lather on his face relaxes as he looks forward to a soothing shave. "Are you watching my car like I asked you to?", Doc is heard to say to Bugs Bunny.

"Quit worryin'...nobody's gonna steal it!", replies Bugs Bunny. Razor in the air, Bugs Bunny continues, "Matter o' fact, a cop's standin' next t'yer car right now!"

Breathing a sigh of relief, Doc remarks, "That's gweat!"

He chokes beneath the lather as he hears Bugs Bunny casually relate, "He just gave ya a ticket fer over-time parkin'!"

▶ Students may wish for the days long ago before spelling became fixed, but we have moved beyond that day to a time when correct spelling is important. Challenge students to an extended spelling lesson by selecting 10 newspaper words to add to their spelling list. Have them look up the dictionary definition, then use the word correctly in a complete sentence. In preparation for a quiz, a spelling bee might be organized.

▶ Lead the class in a discussion of the use of various words and their connotations. Such words might be, "respond-retort", "discolored-jaded", "withdraw-pull back", etc. Have the class read through several editorials keeping in mind connotations. Continue the discussion by asking why the writer chose a particular word, or color, or action verb instead of another that might do just as well. Ask pupils where they think you might find more connotative words in an editorial or a regular news story. (In an editorial because the writer is endeavoring to be persuasive, convey an emotion, or urge the reader to action.)

"HELLO, OVAL OFFICE"

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▶ A discussion of stereotypes might follow along the lines of the politicians in editorial cartoons—the hero type, the mean little kid, the domineering mother, the weak father, the unbending teacher, etc. Ask students to look at the comic strips and attempt to identify some of these stereotypes. Have students locate and record as many of these as they can find. Ask: Do people such as these characters actually exist? (Yes) Explain to the students that there would be no stereotypes without a bit of truth in each one, and that there would be no humor in some comic strips without stereotypes.

▶ Have students locate and circle (or clip) five examples of each of the three types of sentences declarative (statement), imperative (command), and interrogative (question) in the daily newspaper. The comic strips offer a good source of types of sentences for those who prefer to start there.

**Bears Sweep
Two From Owls**

University Edges Killeen

**76ers Whip
NY 137-126**

MCC Bags 2 Wins

**Bullets Eliminate
Hawks by Four**

▶ The sports page offers many synonyms for the words "won" and "lost". Have students clip or circle these as they search for them. Lead into a discussion of the subtle differences between the words used. Ask: "What is a subtle difference in meaning called?" (connotation). "Do synonymns ever mean exactly the same thing as the word one is trying to describe?"

**. . . Angels Halt
Winning Streak
Of Oakland 2-1**

Richfield Tops Cove 4-3

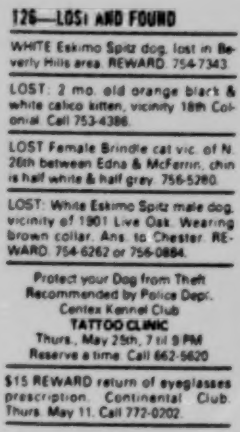
Rosewall Logs Victory

Baylor Sweeps Rice

▶ After reading a short story ask students to pretend to be a reporter whose job it is to take short but careful notes on the story, and write it up first objectively with all emotion removed. Secondly, have them write the same story subjectively as if he were an editor, injecting opinion and emotion at will.

▶ Instruct students in making their own crossword puzzles from words they find in the newspaper. Tell them next to exchange and try to solve one another's puzzles. This activity might be varied by limiting them to one section of the paper, such as sports; or restricting them to a specific subject area, such as science or history.

▶ Instruct students to cut or list from the newspaper examples of the four basic functions which words serve in a sentence— subject, predicate, complement and modifier. Caution them that there are two kinds of modifiers single word (girl) and word group (the pretty girl in the green dress). Example: The young mother carried the baby. Subject mother, predicate carried, complement baby, modifier the, young, the.



126—LOST AND FOUND

WHITE Eskimo Spitz dog, lost in Beverly Hills area. REWARD. 754-7343

LOST: 2 mo. old orange black & white calico kitten, vicinity 18th Colonial. Call 753-4386.

LOST Female Brindle cat vic. of N. 20th between Edna & McFerrin, chin is half white & half grey. 756-5280.

LOST: White Eskimo Spitz male dog, vicinity of 1901 Live Oak. Wearing brown collar. Ans. to Chester. REWARD. 754-6262 or 756-0884.

Protect your Dog from Theft
Recommended by Police Dept.
Centex Kennel Club
TATTOO CLINIC
Thurs., May 25th, 7 til 9 PM
Reserve a time. Call 662-5620

$15 REWARD return of eyeglasses prescription. Continental Club. Thurs. May 11. Call 772-0202.

▶ Behind every lost and found ad there is a human interest story. A lost white Spitz dog might very well have been a most important birthday gift to some small child who is greatly distressed by its absence. Have students read the lost and found ads, and compose a human interest or feature story based on the ad of their choosing.

▶ Use a large advertisement photograph from the newspaper. Elicit from students a list of descriptive words concerning the picture. A tea ad might bring forth such words as sparkling, cooling, icy, refreshing, etc.

▶ The classified ads offer endless ideas of situations to be used as improvisations for skits.

▶ Instruct students to make two general headings on their paper labeling one FACTS and the other OPINIONS.

From the newspaper select an appropriate editorial and ask students to list all the statements of fact in one column and statements of opinion in the other.

When this is done lead in a discussion based on the following questions:

1. How well do the facts support the opinions?
2. Do the opinions seem fair based on the given facts?
3. It is true that statements of opinion are helpful to the reader. Why?
4. How can statements of opinion be misleading in a news story?

▶ Challenge students to define the word "cliche" by guessing, then by use of the dictionary. Move into a discussion of the use of cliches in our time. Have students search the newspaper in their reading for examples of common cliches, such as: "a chip off the old block", "marching to a different drummer", etc. Keep a cumulative list of these, allowing students to post their favorites on the bulletin board under the title, "Catchy Cliches".

▶ Examine the sports section for examples of common words with unconventional sports meanings. Such words are run, hit, home, field, and walk in baseball language. Golf terms might include stroke, green and cup. On the football field, end, wing, back and safety have their own meanings. Basketball vocabulary to study includes travelling, court, dribbling.

▶ Allow students time to scan the newspaper keeping in mind that their search for this assignment is to locate and clip (or record) identical words that are used in one instance as an adjective, and in another, as a noun.
Examples: the two little sisters
the two Little sisters
the baker's son
the Bakers' son

▶ Request students to begin collecting articles from the newspaper on a particular chosen career of interest. Each may choose to prepare a scrapbook, poster, or collage for the displaying of articles. This will require the using of the entire paper from news stories to ads to comics. This should prove helpful in training students in spotting main ideas as well as career education.

▶ Students are usually willing to read the advice columns of the Waco Tribune-Herald. Give an assignment which includes the writing of an alternate answer to a letter found in "Ann Landers" or "Dear Abby". Next challenge them to write a letter of their own asking for advice. Instruct them to exchange papers with other students and write an answer to their letters. These may be read aloud if time permits.

▶ Place several cliches on the chalkboard for class inspection. Examples of these are:

1. slow as a snail
2. white as a ghost
3. thick as smoke
4. tall as a giant
5. straight as an arrow
6. goofy as a loon
7. in the nick of time
8. down in the dumps
9. strong as an elephant
10. tall as a tree
11. wiggily worm
12. out of the frying pan and into the fire

Discuss the fact that overusing cliches weakens writing effectiveness, but that a little flavors the effort. Ask students to select a short news article and rewrite it using as many cliches as possible. Then have them edit it, removing as many as necessary to make it acceptable. (Note: Many of these are similes, and can be used to present figures of speech.)

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▶ Ask each student to choose one editorial from the newspaper to be presented before the class in the form of a news commentary either by radio or TV. Have them pretend that they are station managers in charge of providing editorial comments occasionally for the listening audience. Each student will present his editorial aloud being careful to enunciate well and make use of good expression.

▶ Use feature articles by Ann Landers, Dear Abby, or Erma Bombeck for a pronoun hunt. Ask students to list all pronouns in the article. Have them list the name of the person or object to which the pronoun refers.

▶ Put together a mock news story which includes your students' spelling words. Ask students to proofread the article for errors. Make corrections above the misspelled words.

► Ask for about three volunteers to assist the teacher in this lesson. Explain that they will be acting as news broadcasters for the evening news. Do not tell the rest of the class that one broadcaster will be reading his news article as if every sentence were a question. The second will read as if every sentence were followed by an exclamation point, while the last will read his as if the sentences were followed simply by periods. Check to see if the remainder of the class can explain what is happening. This idea can be adapted to the comic strips.

► Direct students to locate, clip or list as many compound words as they can in 10 minutes. Allow a few to list theirs on the chalkboard and divide them into syllables. Ask class to determine if compound words can always be divided into the two smaller words they make. (Yes)

► Into envelopes which are labeled "nouns", "verbs", "adjectives" and "adverbs" have students place in appropriate envelopes 10 word clippings for each category. Direct them to use the words to build sentences. Increase the sentence envelopes by adding conjunctions. Allow students to experiment with different types of punctuation.

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PRISCILLA'S POP

▶ Permit students to select a comic strip of their choosing. Ask them to retell in prose the story set forth in the drawing. Insist upon an opening paragraph, the correct use of quotation marks, and a conclusion to the story. They might attach the comic strip to the paragraph for viewing.

▶ Collect and mount on construction paper pictures from the newspaper that can be used in teaching identification of the skills that follow: antonyms, synonyms, homonyms, compound words, vowels with long sounds, vowels with short sounds, blends, silent letters, initial sounds, middle sounds, end sounds, etc.

▶ Arrange the class in groups of two. Explain that the roleplaying to be done today will portray an employee and a job applicant. Have the teams act out a job interview found in the classified section of the newspaper. Ask the remainder of the class to write a statement or two telling why they would or would not be interested in hiring the person interviewed. Such things as proper dress, speech, projection of self, personality, and attitude will be introduced in discussion following this activity.

▶ Younger students may look for and cut letters of the alphabet from bold print to spell new words on the vocabulary list. They might paste these on drawing paper and create a picture to go with them.

▶ Look at comic strip facial expressions, and tell how the character must be feeling. Use different words to describe these feelings.

▶ From headlines, cut and paste words which begin with certain consonants and blends. Modify this idea to include compound words, short vowels, long vowels, words with the same endings, etc.

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

PRISCILLA'S POP

▶ Instruct students to turn to the classified ads section of the newspaper and notice the variety of things for sale. Have them look specifically for garage sales, estate sales, and junk sales. Then have them write an ad to sell their own "attic antiquities" using as few words as possible. Allow these to be shared as students read them aloud to class members.

▶ Ann Landers and Dear Abby columns often prove to be successful motivating tools for reluctant readers. These students show little interest in standard textbooks, but will agree to examine these "personal advice columns."

▶ Instruct students to look for qualifiers in news stories. These are such terms as "it appeared that", "it was believed that", etc. Press time sometimes prohibits latebreaking news stories from containing all the facts, and the careful reporter makes use of these qualifiers in order to meet his deadline. Have the students find as many qualifiers as possible. Older students may discuss whether they think the qualifiers are used appropriately or not.

▶ As students read the newspaper silently, place 20 or more questions on the chalkboard concerning its contents. Such questions might be: What is the weather forecast for today? What is the price of delicious apples at Safeway? What movie is showing at the——?

▶ Ask students to overview a front page article. Use the following procedure to accomplish this: read title and headings, look at graphs and charts (if any), read the first and last sentences of paragraphs and, finally, read the summary.

▶ Read aloud to the students as they follow along in their newspapers. Feature stories, personal advice columns, editorials, the entertainment page, comic strips, etc., all make good oral reading.

▶ State that the purpose for reading a selected article is to identify setting and characters. Have students skim for these. Use 5-10 prepared questions that will require reading for details to answer.

▶ Younger children may cut letters of the alphabet from the bold print of headlines and advertisements to spell their names. These may then be pasted on construction paper.

▶ Explain the difference between feature stories, editorials, and hard news stories to students. Allow them to classify these by clipping examples of each for a bulletin board display.

▶ Listing new words from news stories and features will help to develop vocabulary. Divide the words into syllables to aid in pronunciation. Refer to the dictionary to check the division and pronunciation.

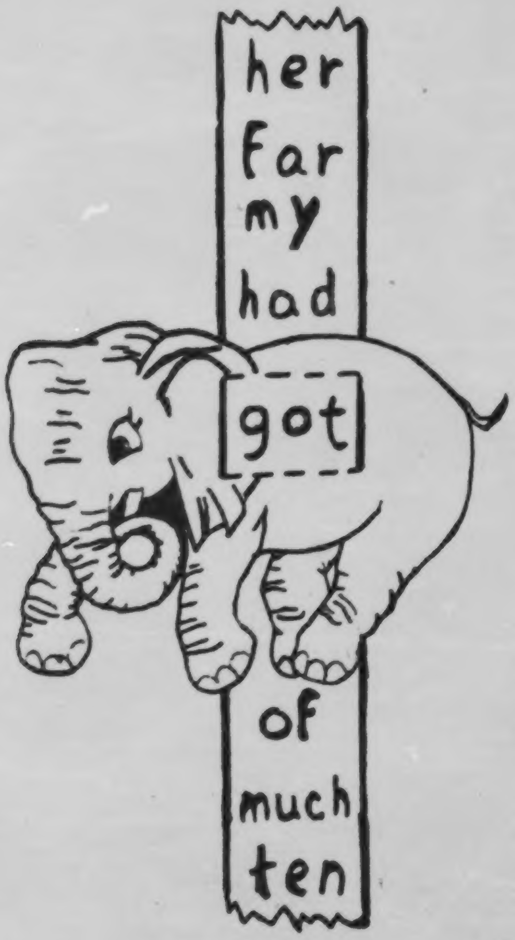
▶ Divide the class into teams to play a competitive word game. Use index cards with new words on them. Have one envelope for each student, numbered beginning at one. When the first card is drawn, Team I must give an acceptable definition of the word on that card. When this is accomplished, the team receives 5 points; but if they miss, the other team has a chance to define the word, and receives 3 points if they are correct. Use each card only once. Play until one team has 25 points.

▶ Antonyms are words that mean the opposite (good— bad) These TV show titles have been changed. Some words in the titles have been replaced with antonyms; tell the real titles.

1. Sad Nights (Happy Days)
2. The Softy Girls (The Hardy Boys)
3. Bad Times (Good Times)
4. The Six Million Dollar Woman (The Six Million Dollar Man)
5. Charlie's Devils (Charlie's Angels)
6. I Hate Lucy (I Love Lucy)
7. Big House on the Prairie (Little House on the Prairie)
8. McHale's Army (McHale's Navy)
9. The Road Walker (The Road Runner)
10. All My Parents (All My Sons)

Synonyms are words that have similiar meanings (Mean—nasty). Give the real names of these movies. They have been rewritten with some synonyms.

1. Smokey and the Robber
2. Star Battles
3. Orca, The Murderer Whale
4. A Bridge Too Distant
5. Gone with the Breeze



Elephant Word Window

▶ Directions:

1. Cut animal shape from paper. Glue or tape on heavy paper.

2. Cut slits as shown, 3 inches wide, 1 inch apart.

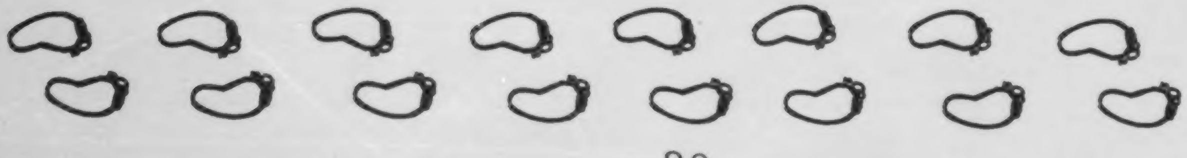
3. Copy lists of words on long strips of paper 2 inches wide, or use adding machine tape.

HOW TO USE:

1. Thread word list from back of animal through the front so that only one word is visible at a time from the front.

2. Ask child to call out word as the tape moves forward to the next word.

Footnotes



☛ Separate the class into four groups, using the sports page. One group will draw a wall-size map of the United States. The other three groups will be responsible for following the major baseball, basketball, and football teams. Each group will select its own symbol which will be attached to each team's home. Allow students to move the markers around the country as the teams meet their schedules. Even reluctant learners respond when sports are involved in lessons.

☛ Select a news story of strong impact as to real life drama. Engage students in a discussion of the details of the story. Ask them to predict what will probably happen next. Watch the story as the drama unfolds. Compare the students' predictions to the actual outcomes.

☛ Discuss with students some of the imperfections of our democracy. Be sure they understand that it is better by far than other forms of government. Allow them to create a bulletin board entitled, "Moving Toward A Better Tomorrow", upon which they may post clippings from the newspaper pointing out some of these shortcomings.

Examples are: civil rights problems, limits on individual rights (pulling the plug on terminally ill patients), restrictions on the right to dissent, etc. Engage them in an essay writing assignment dealing with these problems. Mount these on the bulletin board along with corresponding articles.

☛ This activity is in the form of a current events quiz using the bulletin board. You will need a large circle divided into an even number of pieces shaped like pie wedges. Place an important headline from the day's paper in each "slice". Spin an arrow attached to the center of the circle. Call a student's name while the arrow is spinning. He will have been informed that he will have to tell what happened in the news article to which the arrow points when it stops.

Smash the Bakke Decision
SMASH THE BAKKE DECISION
BAKKE DECISION
COALITION
RAME

☛ Create with students a collection from display ads of things used by fathers and mothers at home. Fasten each item either with "scarves" or "belts" to designate male and female items.

☛ As a follow-up activity to any current events lesson, ask students, "How does this news story affect YOUR life?" Hopefully, students who see some personal significance in the news will remember much better.

☛ Make use of the food ads as a means of introducing a unit on the sections of the United States and products grown there. Begin with a discussion asking students to identify the foods in the display ad that are found in our area. Have them tell where the other products come from. Ask if we produce tropical fruits in our section. (We do not have proper climate nor soil).

On an outline map of the United States, direct students to draw pictures of the foods just discussed. Have them find out other products that come from those areas. Discuss how transporting foods from other areas of the country affects their prices by the time they reach Waco and vicinity.

Town House

Sauce

Tomato Sauce

Tomato
(Save 20¢ on 6)
Safeway Special!

6 8-oz. Cans $1

New Potatoes
Del Monte, Whole —16-oz. Can 35¢

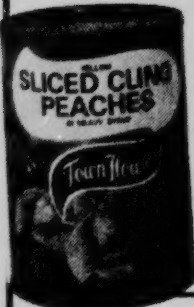
Green Beans
Sliced, Seasoned, Del Monte 16-oz. Can 39¢

Folger's Coffee

★1-Lb. Can	$2.91
★2-Lb. Can	$5.81
★3-Lb. Can	$8.71

Town House

Peaches



Yellow Cling
(Save 26¢ on 3)
Safeway Special!

3 16-oz. Cans $1

Hen Turkeys
Manor House, Over 9-Lbs. USDA Insp. Graded 'A'! —Lb. 69¢

Crushed Wheat 24-oz. Loaf **49¢**

Apricot Nectar Town House 46-oz. Can **88¢**

Wide Selection of Your Favorite Cheeses!

Mild Cheddar Cheese $1.29
Safeway Chunk, Foil Label (Save 20¢) *Safeway Special!* —12-oz. Pkg.

Mellow Cheese Cheddar Chunk, Safeway Foil Label. (Save 20¢) *Safeway Special!* 12-oz. Pkg. $1.29

Sharp Cheddar Cheese, Safeway Chunk Foil Label. (Save 20¢) *Safeway Special!* 12-oz. Pkg. $1.49

☛ Direct students' attention to the topic of transportation by use of a large picture showing the various modes used today. Instruct students to be on the lookout for articles in the newspaper about these. Be sure to include walking, running, jogging and bicycling as well as automobile, airplane, and railroad. Ask students to explain the advantages and disadvantages of each. Lead into a discussion as to how the energy crisis is affecting world transportation.

☛ By creating a community calendar news center with students, an awareness of what's happening of interest to their age level in the community will be aroused. Point out local musicales, art exhibits, sporting events, plays, concerts or any other activities of appeal to their age group. They can make posters advertising each event to be placed on the bulletin board.

☛ Advise students to scan the newspaper for articles that would not be printed in the newspaper of a totalitarian country. Clip these and lay them aside. Then consider the articles that are left. Ask students if they would be satisfied reading a newspaper made up of the articles remaining.

☛ Choose a newspaper with a variety of display ads to use in helping students explore careers and economics. Ask students to examine the ads keeping in mind, "What would you buy if you were a daddy?" Instruct students to use a crayon and draw a mustache on the ads chosen.

Ask next, "What would you buy if you were a working mother?" Use the crayon to draw a flower on the item. Then ask students to draw a balloon on items they would buy.

☛ Appoint a committee to prepare a chart for the wall of the chain of command of our state's government, showing its organization. Ask class members to bring articles from the newspaper about state government activities. Determine the subject of each article and point out on the chart the areas responsible for it.

☛ Assign pupils the task of planning a vacation trip. Use travel ads in the newspaper for information regarding transportation-lodging costs, history of the area, points of interest, climate, and appropriate clothing needed. Determine the best route on a map, with plans to return a different way.

☛ Discuss with students the phenomenon of American graffiti. Challenge students to write a one sentence opinion about a news item using proper mechanics (comma, capital letters, etc.). A student committee will not allow the graffiti to be written on the "wall" (butcher paper) until it is written correctly. Study from it an overview of comments on today's world.

☛ Ask students to collect pictures of the outdoors. In order to present geographical terms to them in a more realistic way, have them label them lake, river, ocean, plain, etc.

☛ Discuss with the class the meaning and location of the datelines in the newspaper. (The dateline is the town or city from which the news article is written.) Have students write riddles using datelines. Example: "I am the place where a lawman in this state was shot and killed." "An oil well firm where I am had to pay a $500 fine for allowing safety conditions to fall short of standard, thereby causing a fire in an oil well here."

☛ Inform students that you want them to clip from the newspaper photographs with captions of people in public office. Instruct them to learn each one. Allow students to mount these on the bulletin board with the understanding that in two weeks time they will be quizzed on them. At that time, clip off the captions, number the photos, and test the students' ability to identify their government officials.

☛ Explain to the class the importance of the delicate balance between profits and losses in our free enterprise system. Have students search the newspaper for articles about any subject that could affect the economy, such as increased taxes, weather disasters, technological advances, population fluctuations, etc. Allow to follow a discussion concerning the affects of such changes.

☛ Permit students to write their own captions for political cartoons found in the newspaper. Allow a limited time period for the writing of the captions. Let students share these before class members, anticipating a variety of discussions that might follow.

☛ With the use of clippings and photographs from the newspaper, create an ecology resource center. Watch for articles on air and water conditions, activities of ecology groups, government agencies, and suits against private firms. Pay special attention to the factors which contribute to air and water pollution. Discuss possible solutions and actions to be taken by individuals that will help.

Contact Mr. Eugene Fulton at the Texas Air Control Board concerning:

1. Ozone monitoring 24 hours a day, 7 days a week
2. Classroom talks
3. Tours of the station, 20-30 minutes in groups of 7-10 students
4. Educational brochures

Also, we have the Texas Air Sampling Network Station in Waco conducting four 24-hour tests on an every-six-day basis. These tests are sulphur dioxide, nitrogen dioxide, total oxidants, and ammonia albehyde.

5

OZARK
HEAVY-HANDED
MANAGEMENT
OZARK
NAG
AIR
HEAVY
HANDED
NO
MEDICAL
COVERAGE
ARK
ABOUT
SALES

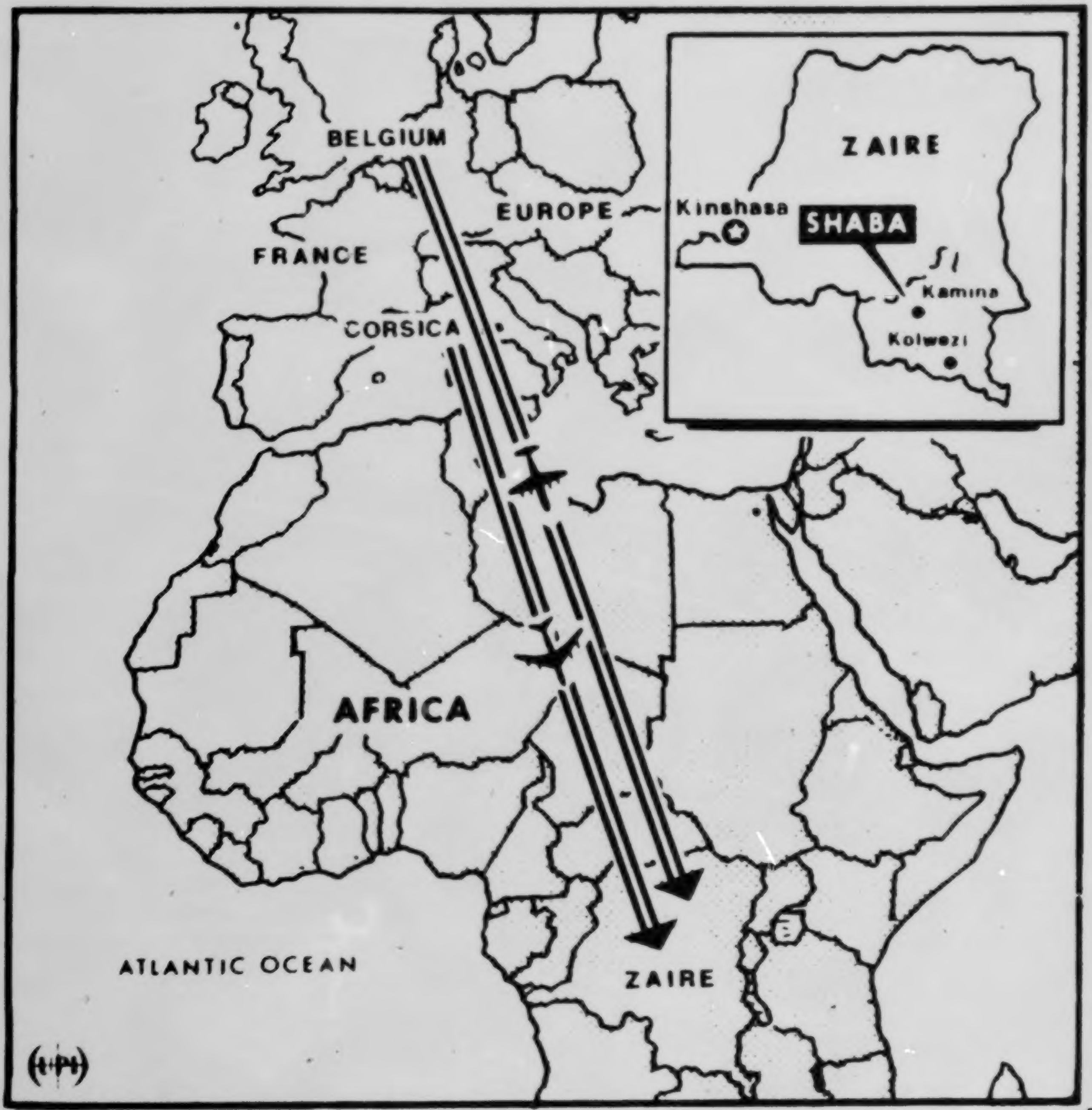
☛ Direct students' attention to a news article about a recent strike. Lead into a discussion about why employees go on strike. Examine the specifics of the strike to determine what it would take for the workers to go back on the job. Look into the ramifications of how the consumer will be affected if the strikers do not go back to work, and how the company will be affected also. Then reverse it and see how these will be affected if strikers achieve their goals in striking.

Ask students to write editorials about the strike. This will allow them to express opinions and feelings. Suggest that they include what they think about strikes being permitted. Advanced students might work out a skit with one as the worker, one as the consumer, and one as the company president.

☛ Create a "GET THIS" bulletin board to encourage newspaper reading. Examples: "Did you know that. . .?", or "Have you heard. . .?"

☛ Help students relate legislative proceedings that finalize into law by asking them to list about 20 subjects that are the main topics of articles in the newspaper. Then have them list the types of laws which relate to them. For example: automobile accidents — traffic laws; TV listings — Federal Communications Commission rules; act of war — presidential powers, etc.

☛ Consider the ever-changing face of Africa. Tell students to begin collecting articles found in the newspaper about this country. Allow each to choose his own nation and work along with the study. Encourage a comparison of Africa as it is today with the continent as it was before World War I.


BELGIUM
EUROPE
FRANCE
CORSICA
AFRICA
ATLANTIC OCEAN
ZAIRE
ZAIRE
Kinshasa
SHABA
Kamina
Kolwezi
UPI

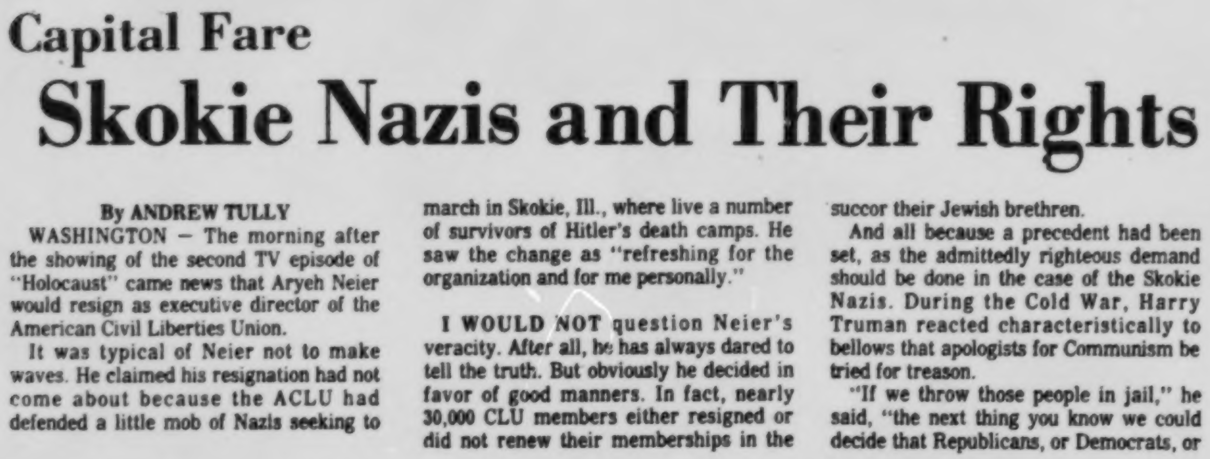
☛ Permit students to make a list of all traffic violations found in the newspaper. Next have them illustrate a situation which caused one of the accidents. These may be done in the form of posters to be placed on display.

☛ Examine the names of cities in the news to launch into a discussion of the American Indian and his part in our colorful history. Use recent news clippings to bring students up to date on current problems and triumphs of the American Indian. Discuss the part played by them in our early exploration and settlement. Familiarize students with the fact that many of the names of our towns and cities, including Waco, have their origin in the Indian language. Have students keep a running list of these found in the daily news. Discussion of these might be linked with mapwork as well.

☛ Encourage students to follow the news for several days running, after which engage them in a "What's My Line?" or "To Tell the Truth" program. Use famous people in the news as a basis for the game. Photos might be used as you ask students to identify people and explain why they were newsworthy.

Vehicles must
be Attended
LOADING
ZONE
5 minute
Parking

☛ Establish a weather center around the use of a bulletin board, some thumb tacks, a student-drawn map of the United States, and some poster board weather symbols of the students' own design. Have a different student each day present the weather report as it is done on TV. Information from the daily newspaper will furnish him enough facts to make the report complete. Make a study each day of how the weather in other parts of the country affect the Central Texas weather.



Capital Fare

Skokie Nazis and Their Rights

By ANDREW TULLY

WASHINGTON – The morning after the showing of the second TV episode of "Holocaust" came news that Aryeh Neier would resign as executive director of the American Civil Liberties Union.

It was typical of Neier not to make waves. He claimed his resignation had not come about because the ACLU had defended a little mob of Nazis seeking to march in Skokie, Ill., where live a number of survivors of Hitler's death camps. He saw the change as "refreshing for the organization and for me personally."

I WOULD NOT question Neier's veracity. After all, he has always dared to tell the truth. But obviously he decided in favor of good manners. In fact, nearly 30,000 CLU members either resigned or did not renew their memberships in the succor their Jewish brethren.

And all because a precedent had been set, as the admittedly righteous demand should be done in the case of the Skokie Nazis. During the Cold War, Harry Truman reacted characteristically to bellows that apologists for Communism be tried for treason.

"If we throw those people in jail," he said, "the next thing you know we could decide that Republicans, or Democrats, or

☛ In an effort to make students more aware of freedoms insured them under the Bill of Rights, have them scan the newspaper for articles showing one of their basic rights in action. Instruct them to clip these, underlining specific sentences that indicate one of these rights. (Copies of the rights may be needed for this comparison. These are often in the back of the history text.)

☛ Lead into a discussion about the National Labor Union and the Knights of Labor in the 1860s. Encourage a comparison of these organizations with modern labor unions. Based on newspaper reading, have students determine what part our government plays in labor activities today as opposed to the part played during post-Civil War days.

☛ Have students collect election-related words from their newspaper, define them, and show how they are used. A short time before election day, collect their alphabetized lists, combine them, and prepare a dictionary of election words for a pre-election day hand-out. (A study of elections and election trends is called "psephology.")

☛ Remind the class that the Constitution gives the Senate power of "advise and consent" on certain appointees. Ask students to watch for news about presidential appointments and Senate consent function. Have them note the ones that are handled as routine, and the ones which raise controversy in the Senate. Allow them to follow any controversial one that might be running in the newspaper.

☛ Draw students into a discussion of signficant eras in history such as the Renaissance, the Dark Ages, the Industrial Revolution. Challenge them to describe our present-day world as an historian might sometime in the future. Be sure they include major news events as indicators of our times.

☛ Stimulate a discussion about capitalism vs. socialism by displaying several full-page ads. Explain how the United States economic system (capitalism) works, and how it differs from socialism. Speculate as to how ads reflect competition, and how a particular ad would look in a socialist newspaper.

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Too many cooks...

☛ Introduce students to the "truth in a nutshell" editorial cartoons found in the daily newspaper. Ask students to choose one of particular interest to them. Have them search the newspapers for background materials on the subject in preparation for writing an editorial about it. Remind them that editorials allow room for personal opinions either of a critical, persuasive, informative or appreciative nature.

☛ For younger students plan a "Good Citizen of the Week" bulletin board. Encourage them to watch for and clip a good citizen of the week from the newspaper. Allow them to frame his picture and the accompanying article. Keep a list of examples of good citizenship honored each week. This assignment helps students understand what to aim at in achieving good citizenship themselves.

☛ Take advantage of students' love for American folk heroes, such as Paul Bunyon and Johnny Appleseed, to launch a campaign against pollution or some other area of concern. Challenge students to give the created hero a name such as "Auntie Pollution" and use some exaggerated method of eliminating the pollution problem as would stem from the imagination. Allow students to share these with one another.

☛ Instruct pupils to scan the newspaper for articles on international monetary news. Lead into a discussion of why and how gold became the international medium of exchange. Ask students to begin watching for news about the fluctuations of gold prices and dollar values. See if they can determine from their reading the logic behind the establishing of a single standard.

☛ Watch for and clip articles around holiday seasons which appear in the Waco Tribune-Herald concerning customs of different counties. Ask students to share these with one another either by illustrating ideas learned or writing a short story based on what they discovered.

UNITED STATES OF AMERICA
ONE DOLLAR
1977
UNITED STATES OF AMERICA
HALF DOLLAR
IN GOD WE TRUST

☛ Begin a discussion by asking students to list man's basic needs (food, clothing, shelter). Ask students to clip pictures and articles from the newspaper showing how modern man meets his basic needs. Create a chart comparing modern man's way of meeting his problems with the way cave man did. Examples might be that he buys his food at the grocery store instead of raising most of it or killing it himself; he makes use of the wheel to transport his goods; he uses ready-to-wear clothing instead of skins; he builds his house instead of searching out a cave for shelter.

☛ Inform students that you want them to pretend to be news reporters in the year 1492, and write the headline for the story of Columbus' discovery of America. They might also write editorials, letters to the editor, and draw editorial cartoons about the voyage and discovery.

"NO, I DO NOT WANT TO HEAR ANOTHER POLL-ISH JOKE"

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

LOU GRANT

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Neighbors' Fussing Created Body Bumps, Name of Town

GOOSE PIMPLE JUNCTION, Va. (UPI) – Bill and Anna Morrell say this little spot in the road owes its storybook name to a couple of squabbling neighbors.

"It used to be, years ago, that we'd never set our alarm because the people down the street woke us up the same time every morning with their fighting," Mrs. Morrell recalls.

"One day, our son-in-law came running across the road. He said, 'Annie! [illegible] now what I'm go[illegible] name this place? Goose P[illegible] time they [illegible] hollerin [illegible] yard and challenged the one or two cars a week that passed through Goose Pimple.

"After our son-in-law suggested that name, we painted up that sign and stuck it out there," says Morrell, 75, as he beckons out the window. The sign reads: 'Welcome to Goose Pimple Junction. Pop. 214.'

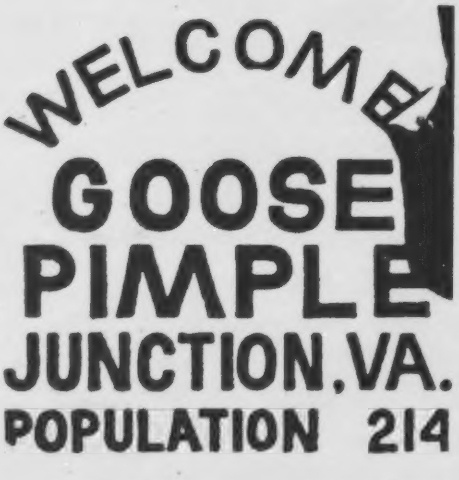
"That was in 1948," Morrell says. "Only 13 people lived here then. But, Lord, it's grown."

[illegible] the funniest thing they ever [illegible] m."

☛ Engage students in a discussion of datelines. These are in the first line of newspaper articles. They may be Washington, New York, etc. Some cities make news every day, while others make it seldom. Over a period of a week, have students see who can find the most remote or unusual dateline. They must be able to locate the datelined city on the map.

☛ Instruct students to watch the newspapers for articles concerning the passage of a new bill in the legislature. Have them prepare a chart which answers certain questions, and thereby shows a tracing of a bill as it moves step by step to its final passage. Be sure to include the person who introduces the bill, the steps gone through so far, the part that lobbies play, and what happens when a bill is defeated.

☛ Draw a comparison between current events and historic events by coupling them. A study of the Civil War could be taught concurrently with a study of the Vietnam War through the comparing of such themes as "Minority vs. Majority Rights" and "Violence vs. Law and Order." This method makes history come alive and retention is increased. Other comparisons can be used such as "Ruralism vs. Urbanism," "Conservation vs. Development," etc.



☛ Invite students to pretend that they have become penpals with a student who wants to know more about life in central Texas. They might make a notebook of newspaper clippings of articles and pictures that show our local customs and cultures. Pictures might be labeled with brief facts gained from other sources. Have students finish the notebook by adding their own personal comments that would explain local cultures of our area.

☛ In our democracy we are guaranteed the right to dissent. Entitle a bulletin board "The Right To Dissent". Have students clip articles and photographs which indicate individuals or groups disaproving of laws, conditions, or governmental decisions. In discussion, have students determine which methods studied are constructive and which are destructive.

PRESIDENT OF THE UNI

☛ Inform students that you would like for them to read news articles for the purpose of holding a mock political campaign and election that parallel the November elections. Group students into small segments representing local and national candidates. These students will be responsible for designing posters and literature, and writing position papers and speeches for the candidates represented by their group. Hold a secret ballot election in class on the first Tuesday in November comparing percentages as reported in the newspaper for our area.

☛ Institute a "What's What This Week?" bulletin board. Update it daily with photographs and news articles clipped from the newspaper. Use a different committee each day to work on the bulletin board.

☛ Advise students to select some civil rights activity in the newspaper, and discuss in essay form how such activity might have been affected had the Confederate Army succeeded in the Civil War.

☛ Invite students to scan the newspaper for would-be famous quotations from personalities in the news. Direct their reading to reports, speeches or statements. Tell them to pick out one a week that might help their grandchildren understand a significant event in our day. Keep such quotations on hand and present a compilation to the students near the end of the year. Examples in history: "Give me liberty or give me death."(Patrick Henry), "Tread softly and carry a big stick." (Theodore Roosevelt), "Damn the torpedoes, full speed ahead." (Admiral David Glasgow Farragut).

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☛ Begin collecting newspaper ads or articles depicting vacation spots around the world. When you have one per student, distribute them, and ask them to pretend to be travel agents. It is their task to prepare a brief talk about the country described in each ad or article. The following should be emphasized:

1. What type clothing is worn in this country?
2. Describe the typical food found there.
3. Tell about the type of money used.
4. Are the hotel accommodations modern?
5. What tourist side trips would be taken?
6. Summarize the scenic views in and around this country.

Inform the rest of the class that they will be expected to write a brief make-believe postcard from classmates' presentations as if they were actually visiting that country. This will afford the teacher an opportunity to see how much has been learned about various countries.

☛ Create a geography dictionary by using news stories. Such words as delta, monsoon, panhandle, harbor and terrain appear often. Have students clip photographs illustrating the words. Discuss the way the words are used in newspaper stories.

☛ Lead into a discussion about climate. Present a weather map for consideration and examination. Review the meaning of the various symbols. Elicit a discussion with the use of the following questions:

1. Which states are expecting rain today?
2. What areas of the country are these states in?
3. State other facts or information about these states.
4. Name at least one industry each of these states is famous for.

☛ Give students time to read only the front page and the editorial page. Tell them to pretend they have just come from a space capsule where they have been living for five years, orbiting the earth. They are presently in isolation undergoing medical examinations and debriefing. These are the only two pages of news they have seen during the five years. Ask them to list facts from page one, and accompanying opinions concerning these facts from the editorial page. (Refresh their memories about the concept of fact as opposed to opinion.)

☛ Have the class break into interest clusters for the purpose of "covering" the Boston Massacre (or some other historical event). Present a narrative of the incident to the class while a small group dramatizes the roles of soldiers, crowd and leading figures. Use no costumes and no props. Use witnesses to the event to describe to reporters what happened. Interest clusters will consist of: reporters and news staff, editorial artist (editorial cartoonist), man-in-the-street interviewer, editorial writers, witnesses, and letter writers.

The news staff will interview witnesses to get facts. (Use who, what, when, where, why and how.) Editorial writers will interview reporters and decide on editorial opinion. Cartoonist will supply an editorial cartoon. The man-in-the-street interviewer will get opinions (not facts) from witnesses. Letter writers will express their feelings in writing to the editor.

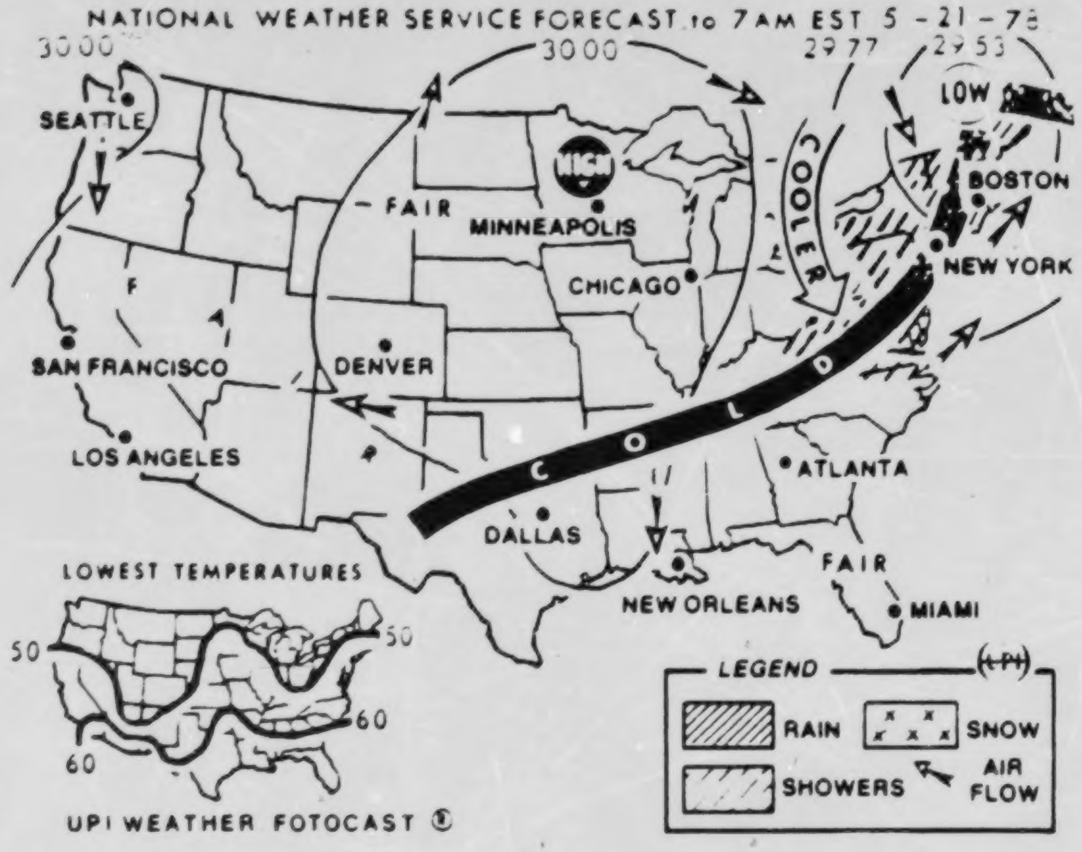
☛ Inform students of plans to make a products map of a selected region. Clip pictures from the newspaper of products found there and mount them on cardboard. Stand them in front of a large map of the region being studied, and extend a ribbon from each product to the map.

☛ Reserve a corner of a bulletin board for the "Worker of the Week." Using a current problem receiving press attention, lead into a discussion of the people behind the scenes. Allow students to furnish the photographs or drawings for these people.

☛ Plan to have on hand 3 large photographs and 4 captions from the newspaper. Place these on the bulletin board numbered 1, 2, 3, and lettered A, B, C, D. Ask students to match the numbered photographs with the lettered captions without looking at the newspaper. (The extra letter is to make the assignment more of a challenge.) Allow students next to check the news stories for answers. Discussion about the full stories may follow the reading.

☛ Using comic strip characters, have students write "Help Wanted Ads" for make-believe positions. Example: Superman could fill a position in the local police department.

☛ Play the game "Who am I?" at the end of the week with students. This game entails the writing of a paragraph of clues about someone in the news. Encourage students to check back through the newspapers of the week for details.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50
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LEGEND
RAIN
SNOW
SHOWERS
AIR FLOW
UPI WEATHER FOTOCAST

☛ Locate the weather map in the newspaper and assist younger children in finding north, south, east, west, up, down, left and right.

You might also clip the weather map each day, and write the day's weather on the chalkboard. Have students keep track of it for a week, and then attempt to predict the next day's weather.

☛ Plan to do a tracing of news articles concerning racial problems in America. Instruct students to imagine themselves emissaries from this generation to the time of the signing of the Emancipation Proclamation in 1863. Have them clip articles that would show Abraham Lincoln the type of civil right legislation needed. Have them next present oral recommendations for additions to the proclamation.

☛ Have students stay on the lookout for persons whose services are paid for out of taxpayers money, such as firefighters, police, weed cutters, street sweepers, etc. They might also clip articles that tell how taxes pay for these services.

☛ Direct attention to recent polls having to do with social research or attitude analysis. Use the same questionnaire for students to poll family members and friends outside the class. Draw up a summary form for them to use in finalizing their research. Have the class calculate and analyze the data.

☛ Produce a bulletin board with a collection of clippings entitled "Good News" or "Helpers". Include in the collection news stories about deeds of good citizens or success stories. Add to the collection as these are found.

☛ Some aspects of American life originate here in our own country. By use of charts have students illustrate nationalism after the American Revolution, the Civil War, World War I, and World War II.

☛ After a discussion of the importance for at least two political parties in our country, ask students to learn how each of the parties stands on the important issues of today. Many people in recent elections have felt unrepresented by either party. Allow students to use their imagination in creating an "ideal" party. They might name it, and set forth its principles and stands on major issues.

☛ Instruct students to watch for and list the people who speak for the President of the United States. Point out to them that he does not always speak directly to the people, but chooses rather to communicate through a spokesman. Examples: "A White House source said . . . ", " . . . the president's press secretary revealed.", etc.

☛ Make use of local election coverage in the daily newspaper. This can be helpful in aiding students in understanding local government. Instruct students to join in research of the various tasks of different officials. Have them next examine the platform of each candidate to see how he proposes to fill the job description of the post he hopes to fill. A mock election might be held, after which results might be compared to the community election.

☛ Work with students in creating a bulletin board display of animal feature stories or news stories. Allow students to bring pictures of their pets from home to add to the collection.

☛ Sprinkle magic powder on the class and turn it into a news staff. Use whatever history lesson is being considered presently as a basis for a current events news story for a newspaper. Students will of necessity research the event in encyclopedias and history books in order to write detailed accounts of what happened. Drawings and captions may be used also.

The more capable students will perhaps want to become serious about news writing by copying the style used in the daily newspaper. Remind them that the most important information is located at the very beginning, and that the "5 W's" (who, what, where, when and why) are placed in the first two paragraphs, followed by details. This activity might lead into the writing of historic events as if they had just happened.

☛ On a weekly basis have students search the newspaper for major news events or issues that made the headlines. Create a display area for these so that students can view and discuss. Should you find a particularly good one, arrange for it to be displayed in a place of prominence, such as the library or office area, etc.

☛ Request that students watch the newspaper for articles about the celebration of the anniversary of the People's Republic of China formed in 1949. From the articles ask them to report on the history of China that led up to this date, or the history of Communist China. (This may be adapted to the study of any nation.)

☛ Direct students to prepare notebooks entitled "Campaign '80." (Use appropriate dates.) Divide sections according to major issues of a political campaign. Ask pupils to gather and mount newspaper clippings which set forth each candidates position on these issues. Arrange the differences on a side-by-side column at the beginning of each section.

☛ Fashion a student-made map on the bulletin board. Ask students to share articles in the newspaper of special interest during class time. Have them point out the location of the news event on the map. Allow them to attach the article, or the headlines, to the map. (Teach students to find datelines as possible locations.) Ask: "Do local articles carry a dateline?" (No.)

☛ Challenge students to look in the newspaper for behind-the-scenes news of the affects of lobbying. Have them watch for current issues in the daily news and determine if lobbying efforts are determining the passage of bills in the legislature. Examples are: equal rights for women, Ralph Nader's influences, food and drug bills, gun controls, etc. Ask students to become aware of as many lobbies as possible.

☛ Turn attention to the comic strips as an intriguing way of approaching an assignment. Explain to students that some comics inform while some attempt to reform. Ask them to examine the comics and pinpoint examples of each. Allow them to draw their own comics using current news events for the subjects of their creations.

☛ Have students choose a person in the news and turn him into a folk hero. Instruct them to make use of exaggeration to make realistic this person as a true folk hero. Have them trace his characteristics in the daily newspaper until such time as he becomes really known to them. Then have them write a folk tale setting forth his accomplishments in an exaggerated way. Example: J. Edgar "Vacuum" Hoover sucking up all the subversives he can find using his gigantic spy glass.

☛ List some of the most important current events of the week on the chalkboard, and ask students to draw editorial cartoons about the events. (Encourage students who are reluctant to draw to make use of stick figures.) In drawing and discussing, students will be reviewing current events of the week.

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MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

☛ Allow for open discussion of news in the current newspaper. Then ask students to put together a 10 minute newscast following the format of the "five W's and how". (When, where, who, why, what). Caution students to differentiate between fact and opinion as they plan. Various groups might cover different areas, such as sports, weather, local news, state news, international news.

☛ To stimulate interest in current events, follow the travels of a government official as he moves around the country or the world. Have one group bring the rest of the class up to date on where the official is and what he is doing, while another group can find the location on the map and mark it with a colored marker. Connect the markers with a piece of colored yarn. Ask still another group to act as flight crew members, whose job it is to describe geographical landmarks the official passed over in his travels.

☛ Have students list the names of clothing stores found in the newspaper. Help them locate them on a city map.

☛ Advise students to scan the newspaper for pictures of items they feel would have baffled a colonist. Ask them to speculate as to how the early Americans managed without that particular item. A writing assignment might follow based on the theme, "My work goes much better these days since I have my —to use."

☛ Direct students to prepare "Things For the Family To Do this Weekend" pamphlets. Help them find and clip display ads, news pictures or TV schedules to illustrate each chosen activity. Have them write simple sentences about each activity, one per page.

☛ Tell students to find a chosen grocery display ad in the newspaper. Encourage them to place the items in categories such as, "cereal", "fruit", and "vegetables".

☛ With the aid of pictures from the newspaper, show the places of interest in your city. "See Your City Through the Newspaper" might be the title of the bulletin board for display purposes. Find pictures of local schools, churches, industrial areas, the zoo, Baylor University, Texas Ranger Museum, Fort Fisher, Cameron Park, Heart 'O Texas Coliseum, the airport, etc. to add to the display.

☛ Occasionally allow time for an imaginary account in writing dealing with some prominent person on the news scene. Permit students to choose their own personality to emulate. Topics might be: "My Trip with Nixon to China", "My Day at the United Nations When Khrushchev Banged His Shoe on the Table", "My Day At Amy Carter's Birthday Party", etc.

☛ Allow for class discussion of current events. Branch off to a writing assignment concerning a chosen news item. Examples: "My Day on a Hijacked Plane", "My Experiences on a Derailed Train", "With Andrew Young at the United Nations", etc.

☛ Focus on a discussion concerning the fact that our governmental processes are successful partly because of the role individual citizens play. Ask pupils to watch for and list examples at all levels of government and influential roles played by persons at the "grass roots." Reverse the process by asking them as they refer to the newspaper to list the way individuals can affect government.

☛ Follow in the newspaper one recurring problem such as crime, air pollution, rising utility prices, etc. Have students report to the class by writing a news article using the five W's. Compile a file or scrapbook of the articles. These might be considered mini-textbooks to which reference is made as the study is continued.

☛ Tie newspaper articles on crime to the behavior of youth in order to help them understand their own behavior. Search out appropriate articles concerning youth and the law. Let follow a discussion along the lines of the most common crimes among youth. (Vandalism, underage drinking, disorderly conduct, drug abuse, etc.) Help students to understand the impact of peer influence in their lives, as well as the devastating consequences of unchanneled anger.

A debate might be organized around the general theme of whether young offenders should be treated as adults when the law is broken.

☛ Using about 5 news articles or advertisements, have your class rewrite the material as if the American Revolution had not been fought. Caution them to keep in mind life as it was in 1776. How would the news have appeared had the colonists not declared their independence? Permit them to create any background they desire either politically or culturally for their writing.

☛ Provide students with the opportunity to keep a running notebook of examples of governmental "checks and balances". Have them watch for newspaper accounts of how the three governmental branches (executive, legislative, and judiciary) check and balance one another in our democratic system. Divide the notebook into three sections representing the three branches. Instruct them to mount the clippings and identify below the branch that has been checked. Examples: a presidential veto, a Supreme Court decision, etc.

☛ Use the newspaper to help students see how much of America's history has to do with the wars we've fought. Let them search out news items which are related in any way to a war fought or the treaty afterwards. Examples might be: articles concerning the United Nations, Vietnam War prisoners, missing in action retrieval attempts, Japanese-made radios, Civil War pilgrimage notices, etc.

☛ Students may be fairly familiar with the names of political parties in the United States, but may not have the names of international ones at their fingertips. In order to enlarge their understanding of these, have them compile a list of political parties around the world from their news reading.

☛ Urge students to begin collecting articles from the newspaper about officials of national, state, and local agencies as well as cabinet members and members of the judicary. For a one week period have them list on three sheets of paper labeled "Executive Branch," "Legislative Branch," and "Judicial Branch" activities found in these areas, noting whether it is state, local, or national under its respective branch.

☛ On the chalkboard list as many state and national government offices as you can. Have students find mention of these in the newspaper and list the names of the people who fill these offices. Ask students to write briefly the powers and duties of each one.

☛ Set up a reverse political cartoon activity. Instruct students to decide upon a subject from an editorial in the newspaper and draw an editorial cartoon showing their feelings on the subject. Comfort those who say they cannot draw by reminding them that everyone can draw stick figures.

☛ Focus students' attention on the emerging nations of the world today and their attempts at forming their own governments. Direct their attention to newspaper articles about the modern-day problems of these new nations. Consider these questions:

1. Did the nation come into being as a result of a coup, or as a newly-independent colony?
2. How did the nation emerge?
3. Is it presently a democracy, dictatorship, or is it communist-controlled?
4. Compare the nation's birth with that of America's.

☛ Search the newspapers for social problems such as drug abuse, child care, population control, and medical care. Instruct students to watch for news articles having to do with an analysis of these problems. Allow time in class for discussions of these current problems and possible solutions.

☛ On the first Monday in October the U.S. Supreme Court session begins. The first thing they do is decide what cases they will hear during the session. In advance of this, have students begin watching the newspaper for articles announcing the cases to be considered for appeal. Divide the class into small groups for the purpose of researching each case as it comes up. Arrange a classroom debate bringing out the pros and cons that the justices must consider in making their decisions. Take a vote on each case and compare it with the Supreme Court outcome.

Footnotes

- Using a ruler, have students measure the length and width of the front page, the TV schedule, news pictures, political cartoons, the headlines. Determine into which category to place them — large, medium, small. Keep a daily record.

- On the day food advertisements are the heaviest in the newspaper, choose two full-page ads of competing grocery stores showing the special prices offered. Have drawn up a list of all the items that are advertised at both stores, complete with prices. Ask students to calculate the percentage of difference in price for each item.

- Allow each student a certain amount of money to go "shopping" by using the newspaper ads. Let them see what they can buy with a designated amount.

- A C78-14 tire has an inside diameter of 14 inches. Use this information along with advertisements of other tires in the newspaper to answer the following questions:

1. What is the radius?
2. What is the inside circumference of this tire?
3. If the outside circumference is 28 inches, what is the diameter?
4. How many revolutions will this tire make in a distance of one mile?
5. What is the side area of a tire that has a diameter of 28 inches?
6. How many square feet would this be?

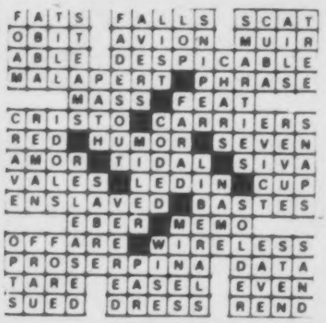
- Challenge students to search the newspapers for instances of numbers in Arabic system. Ask them next to convert the numbers into Roman numerals.

- Consider with students the classified section of the newspaper. Look for a house for sale. Give them the price of a month's rent for a similar house. Then ask them to figure how long it would take a family paying rent to buy a home for the price of one listed.

- After viewing the car ads in the classified section of the newspaper, ask students to choose the car they would like to buy. Create an activity around these questions:

1. How much would you have to pay down?
2. How much state tax would be added onto the price?

Next ask students to search the newspaper for interest rates at various local banks. Have them figure the total cost of the car if bought in monthly installments. Compare this price with what the cash price would be. Have students then add the cost of registering the car with the state department of transportation to see what the total cost of the car is. Be sure to have them consider additional expenses such as state inspection, tune ups, general maintenance (gasoline, tires, oil), insurance, etc.



- To drill in finding the areas of a square and a rectangle, have students examine the crossword puzzle in the newspaper. Instruct them to count the boxes in one row going across, and one row going down. Tell them to multiply the two totals to learn the area in square boxes of the puzzle. They might prove their answer by counting the boxes one by one.

- Using large figures cut from the newspaper, make a calendar for the classroom.

- Display coupons clipped from the newspaper. Use these as examples for pricing various items in the classroom. Make coupons for these items which include the amount saved. Add together items bought with coupons. Determine how much was saved by using coupons, by not using coupons. Exchange of coupons might be allowed.

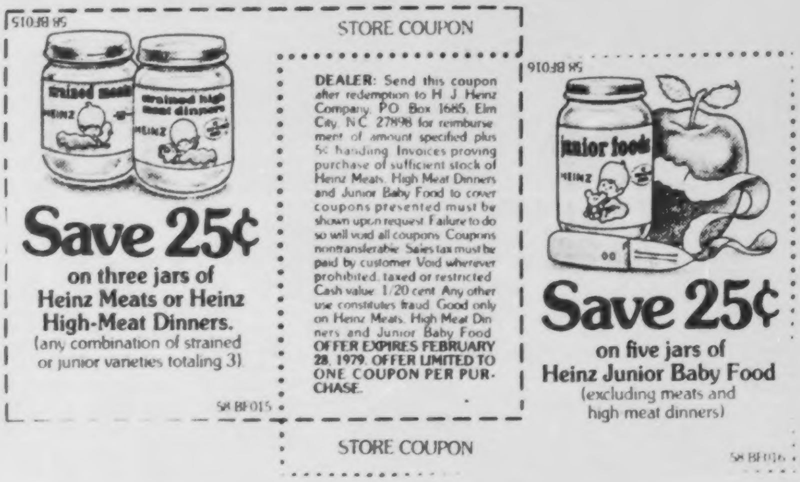
- Ask students to collect references to tonnage from articles in the newspaper. Examples: 54-ton steamer, 12-megaton bomb, etc. Instruct them to convert each weight to pounds and then to ounces. Metric exercises can be planned around the same figures.

- Look through the newspaper to find examples of angles in pictures or ads using buildings or street scenes, etc.

- Clip birth and death announcements to use in a counting exercise each week. Allow students to take turns counting the number of births and the number of deaths. Record these on a picture chart for easy comparison.

- Consult the sports section of the newspaper, and have students cut out the box score of a favorite team. Plan for them to figure percentages two ways: one, if the chosen team wins its next game; and, two, if it loses. Draw up sets of standards based on both figures. One set will be a look into tomorrow's sports stories. Determine which it will be.

- Lead students in making charts of different kinds using numbers in the newspaper. Clip numbers and mount them: decimals (prices from ads), fractions (¾ from news items), or measurements (68 degrees temperature, quart, feet, inches, etc.)


strained meat
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junior foods
HEINZ

510JB 95

Save 25¢

on three jars of
Heinz Meats or Heinz
High-Meat Dinners.
(any combination of strained or junior varieties totaling 3)

58 BF015

STORE COUPON

DEALER: Send this coupon after redemption to H J Heinz Company, PO Box 1685, Elm City, NC 27898 for reimbursement of amount specified plus 5¢ handling. Invoices proving purchase of sufficient stock of Heinz Meats, High Meat Dinners and Junior Baby Food to cover coupons presented must be shown upon request. Failure to do so will void all coupons. Coupons nontransferable. Sales tax must be paid by customer. Void wherever prohibited, taxed or restricted. Cash value 1/20 cent. Any other use constitutes fraud. Good only on Heinz Meats, High Meat Dinners and Junior Baby Food. **OFFER EXPIRES FEBRUARY 28, 1979. OFFER LIMITED TO ONE COUPON PER PURCHASE.**

STORE COUPON

910JB 95

Save 25¢

on five jars of
Heinz Junior Baby Food
(excluding meats and high meat dinners)

58 BF016

- Watch for a newspaper food page featuring recipes. Have students engage in an exercise in fractions by dividing a recipe in half, then increase it to serve 10 people.

- Take students on a "Let's Pretend" shopping spree for a used car of a certain make. Compile a list of all the cars advertised in the newspaper fitting the description we have in mind. Figure the average price. Consider the things that make for differences in price such as year, mileage, condition, etc.

- Make worksheets of clothing, food, or home appliance ads in the newspaper. Changing the base numbers of these ads will afford practice for students. Example: How much would a pound of potatoes cost in base 2? Change the price of a house to base 15. Give the team's score in base 12.

- From the baseball reports, develop a lesson in subtraction. Ask students to find the batting averages of five players of their choice, and list them in decreasing order. Let them figure the difference between the highest and lowest.

TUNA HEALTH SALAD

½ c. pot cheese or well-drained cottage cheese
½ c. plain yogurt
1 can (6½ or 7 oz.) tuna in vegetable oil
½ c. cut-up orange sections
½ c. chopped apple
¼ c. chopped walnuts
¼ c. raisins
2 T. sunflower seeds
2 T. lemon juice
¼ t. salt
¼ t. cinnamon
⅛ t. coriander (optional)

In medium bowl combine all ingredients and mix well. Chill. Makes 2 servings.

APPLESAUCE OATIES

1¾ c. quick oats, uncooked
1½ c. unsifted flour
1 t. salt
1 t. baking powder
1 t. cinnamon
½ t. nutmeg

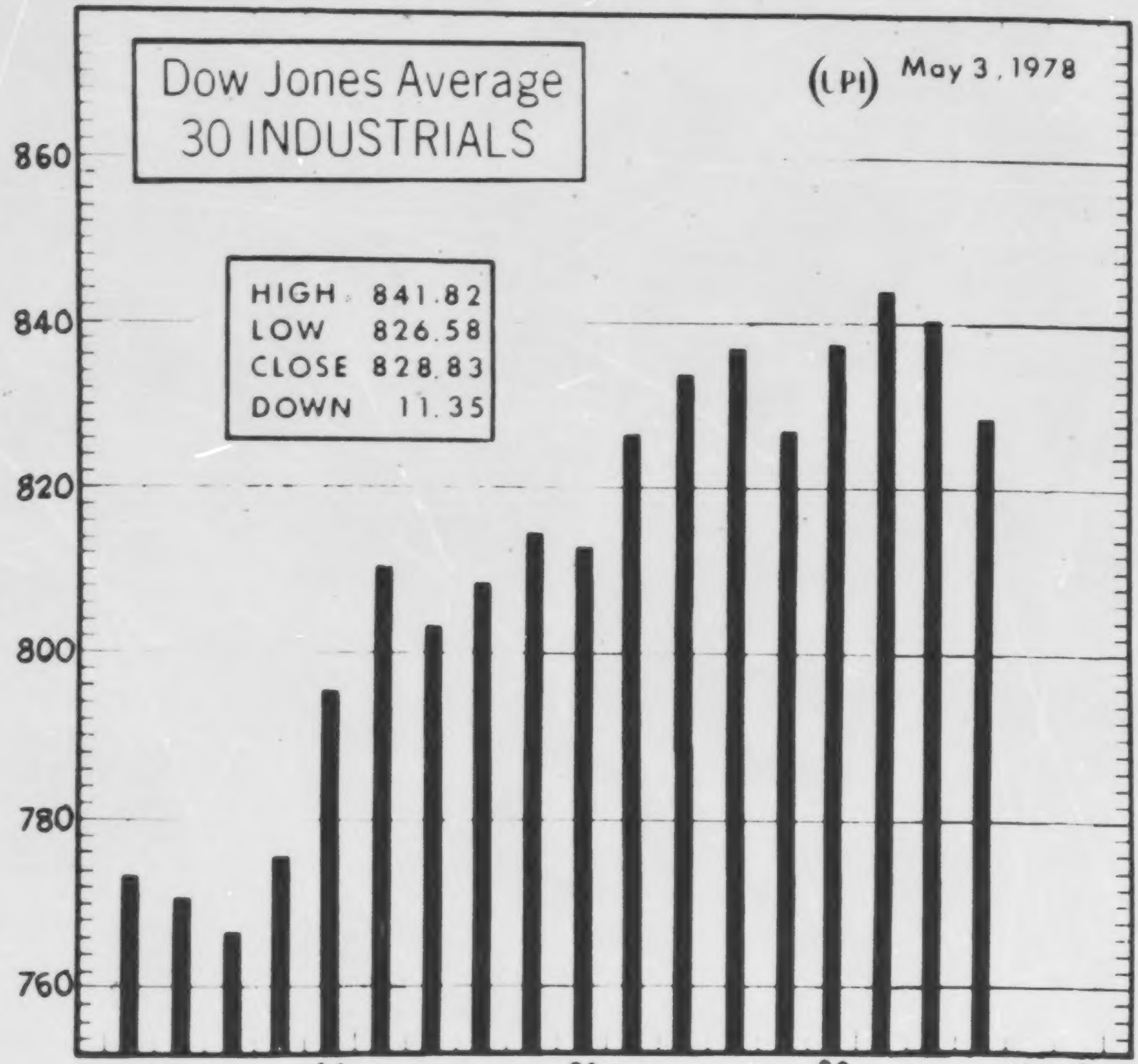
- Plan to use advertisements of houses for sale in the classified section of the newspaper. Have students arrange the prices of five houses in order from the least expensive to the most expensive. Ask them to find the average price of the ones chosen. Next have them calculate the total price of the five. Permit them to write their own reading problems in similar fashion.

- Locate and clip numbers of similar size from advertisements and put together calendars, clocks, number lines, and flashcards for number facts.

- Separate the class into as many groups as there are columns of stock listings on one of the exchanges. Have each group add together the "change" listings shown with the stocks in the column they are assigned. They will notice that these appear as plus or minus fractions. Ask them to add the results of the columns' totals. Determine if the result is positive or negative. This might become a weekly project in watching the market fluctuate.

- Have students watch for and clip articles in the newspaper featuring ratios, such as population figures mentioning "one out of four Americans, etc.". Have class members compute the exact number of people set apart in such a reference, using the almanac when needed to determine correct populations.

- Stock market figures are printed in dollars and fractions of dollars. Example: 45½ would be $45.50. Give students an opportunity to try their hands at converting the price of ten stocks to dollars and cents. Select about 25 different stocks and allow them to compute gains or losses by converting the fractions in the "Change" column to dollars and cents.
- Place in categories pictures of objects from the display ads. Examples: sets of dolls with hair, people with smiles, etc. Students could determine which set is largest and which is smallest.
- Refer to the carpet advertisements in the newspaper for figures on the price of carpeting per square yard. Ask students to use the ad to determine what it would cost to carpet the classroom. Then using that figure as an average, ascertain what it would cost to carpet the whole school.



- To point up the importance of numbers in our world today, block out every number in one section of the newspaper, and demonstrate to students how difficult it would be to understand without math.

Rangers Tumble Twins, [redacted]-[redacted]

From Wire Reports

BLOOMINGTON, Minn. – Al Oliver's second RBI [redacted] of the game scored pinch runner Bobby Thompson with [redacted] out in the [redacted]th inning Wednesday night to lift the Texas Rangers to a [redacted] victory over the Minnesota Twins.

Thompson was running for Mike Hargrove, who drew a walk from reliever Mike Marshall, [redacted] Thompson stole second to move into scoring position. It was the [redacted] run Marshall has given up in the [redacted] innings he's worked since signing with thh Twins [redacted] weeks ago.

Paul Lindblad, [redacted] pitched [redacted] innings and got the win despite giving up a game-tying home run to Craig Kusick with [redacted] out in the [redacted] inning. Doc Medich worked the [redacted]th and earned his [redacted] save.

Bump Wills' [redacted] homer of the year, leading off the [redacted] inning, gave the Rangers the [redacted] lead they carried into the [redacted]. The Rangers scored their [redacted] run in the [redacted] when John Lowenstein led off with a [redacted] Mike Hargrove walked and Oliver [redacted]

Minnesota closed to [redacted] in the [redacted] on Glenn Adams' [redacted] and a [redacted] by Hosken Powell.

Waco Tribune-Herald
Sports
Thursday, May [redacted], [redacted]
Section C

Giants [redacted] Astros [redacted]

SAN FRANCISCO – Vic Harris, with [redacted] hit in [redacted] previous at-bats, drove in all the runs with a bloop single to center and John Montefusco and Gary Lavelle combined on a [redacted]-hit shutout in leading the San Francisco Giants to a [redacted] victory over the Houston Astros.

The Giants scored their [redacted] runs in the [redacted] and both were unearned as a result of an error by [redacted] baseman Enos Cabell.

Larry Herndon reached when Cabell bobbled a grounder with [redacted] out and after Mike Sadek grounded out, pinch-hitter Terry Whitfield was walked intentionally. Both advanced on a wild pitch by reliever Ken Forsch, then scored when Harris, hitting for Montefusco, dropped his hit in short center field.

Cubs [redacted] Phillies [redacted]

CHICAGO – Manny Trillo's [redacted]-run homer with [redacted] out in the [redacted]th inning gave the Chicago Cubs a [redacted] victory over the Philadelphia Phillies, extending their winning streak to [redacted] games and boosting them into [redacted] place in the National League East.

The losing picher was Gene Garber, who worked only [redacted] inning to take his [redacted] loss against [redacted] wins. He got Gene Clines on a fly ball and Bill Buckner on an infield out to open the [redacted]th. But he hit Dave Kingman in the back and Trillo slammed his [redacted] homer of the year into the left field bleachers on Garber's [redacted] pitch.

Reds [redacted] Braves [redacted]

CINCINNATI – Mickey Mahler's bases-loaded walk to Joe Morgan forced home the winning run and climaxed a [redacted]-run [redacted] inning rally that gave the Cincinnati Reds a [redacted] victory over the Atlanta Braves.

Cardinals [redacted] Expos [redacted]

ST. LOUIS – John Denny's [redacted]-hitter and Ted Simmons' [redacted]-run single snapped the St. Louis Cardinals' [redacted]-game losing streak with a [redacted] victory over the Montreal Expos.

Denny, raising his record to [redacted] allowed [redacted] by Andre Dawson in the [redacted] and Gary Carter in the [redacted]. He faced only [redacted] men.

Pirates [redacted] Mets [redacted]

PITTSBURGH – Rennie Stennett's bloop [redacted] to right field with [redacted] out in the [redacted]th inning night drove in [redacted] runs to

See BASEBALL, Page 2C

SHURFINE TOMATO **Sauce**	6 8 OZ. CANS	$1.00
SHURFINE FRUIT **Cocktail**	16 OZ. CAN	39¢
SHURFINE **Pear Halves**	16 OZ. CAN	39¢
SHURFINE SALAD **Dressing**	32 OZ. JAR	79¢
SHURFINE 3 SV. CUT GREEN **Beans**	3 16 OZ. CANS	89¢
SHURFINE C.S. OR W.K. **Corn**	4 17 OZ. CANS	$1.00
SHURFINE APPLE **Sauce**	3 16 OZ. CANS	$1.00
SHURFINE PINK GRAPEFRUIT **Juice**	46 OZ. CAN	49¢

SHURFINE 3 SV. EARLY JUNE **Peas**	3 17 OZ. CANS	89¢
SHURFINE SMOOTH PEANUT **Butter**	12 OZ. JAR	59¢
SHURFRESH SALTINE **Crackers**	16 OZ. BOX	45¢
SHURFINE HAMBURGER **Dill Slices**	32 OZ. JAR	79¢
FREEZE DRIED COFFEE **Maxim**	8 OZ. JAR	$4.99
FOLGERS INSTANT **Coffee**	10 OZ. JAR	$4.59
MAXWELL HOUSE ALL GRINDS **Coffee**	2 LB. CAN	$5.99
WYLER ASSORTED **Drink Mixes**	24 OZ.	$1.39

- Turn a full-page grocery ad into a worksheet. Students can figure the price of a single item for listings such as "7 for $1.00". Ask them to locate the least expensive items on the page. Reverse this next time and ask them to find the most expensive.

- Bring up the question with students as to how they can figure the approximate cost of one item in a newspaper food advertisement without using a pencil and paper. Use an ad that features "4 for 69 cents" or "7 for 99 cents" to illustrate the point. Demonstrate eliminating and rounding off numbers. Allow time for practice, using ads in the newspaper.

- Instead of giving grades for one week, reward the students with "play money". At the end of the week, allow them to go "shopping" through the newspaper for something they would like to buy with their play money. They must be careful to stay within their "budget", however.

- To help students become aware of the value of money, play "If I Were a Penny" with them. Using the display ads, have students select one item from the newspaper to buy with a penny. Students may find that nothing can be found. Adapt the idea to a nickel, dime, dollar, ect.

- To develop left to right eye coordination, have students count the number of letters in each word in the headlines and record that number above the word.

- Construct dimes from cardboard or construction paper. Give each child five for an imaginary shopping trip to the drug store. Students must "buy" until all their money has been spent on newspaper drug store ads. The student with the most items for the money gets an additional dime.

- With the use of a ruler, instruct students in measurement by checking the width of the columns, sizes of pictures or sizes of ads in a newspaper.

- Using the grocery advertisements in the newspaper, estimate the cost of eeding Snoopy and Dennis' cat Hotdog.

- Have students draw up a budget based on prices ound in the classified ads of rents, prices of houses, etc. Ask them to pretend hey are one of a family of our with an income of $12,000. Teach them to distinguish between necessities and luxuries.

- Locate in the classified ad section of the newspaper occupational listings or various jobs such as waitress, secretary, baby sitter, machinist, mechanic, etc. Challenge students to ind the average salary of hese.

- Use the newspaper's advertisements to allow students an opportunity to write their own reading problems based on prices ound there. Example: At 70 ents a pound, how much will Mrs. Edens have to spend to have the 8 ounces of butter required for her cake recipe?

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

"HOTDOG DOESN'T DO ANY TRICK IN PART/CKULAR... HE'S JUST *TRICKY*."

- Develop addition and subtraction problems from the won-lost columns of the sports section of the newspaper. Box scores of total hits, runs, and errors made in a baseball game or series of games can be computed. Yards gained or lost in football games can be worked with. In basketball percentage of shots attempted and made, free throws attempted and made can be calculated. The associative and commutative properties of addition can be taught with sports results, too.

- Have students use their rulers in searching for the largest newspaper letter on the front page. Compare this one with the smallest one on the same page. Do the same exercise with display ads and news pictures.

- Depart from the textbook by turning the assignment into a current events session. Let students discover what the savings are at a sale by subtracting sale prices from regular prices.

- Display examples of various types of graphs from the newspaper. Ask students to determine which is the most common — circle, line, pictograph or bar graph).

- Use automobile ads in the newspaper which quote the average miles a car is expected to get per gallon of gasoline. Have the students figure the cost of maintaining a car on an imaginary trip. Begin by figuring the total distance of the trip. Find out what the total cost of gas would be if gas sells for sixty cents a gallon. Determine how far the car could travel on two gallons of gas, five, twelve.

- Tell students to pretend they must each buy enough food for a family of four for one day with $10 to spend. Use food ads from the daily newspaper to determine current prices. Stress that meals must be nutritious as well as economical.

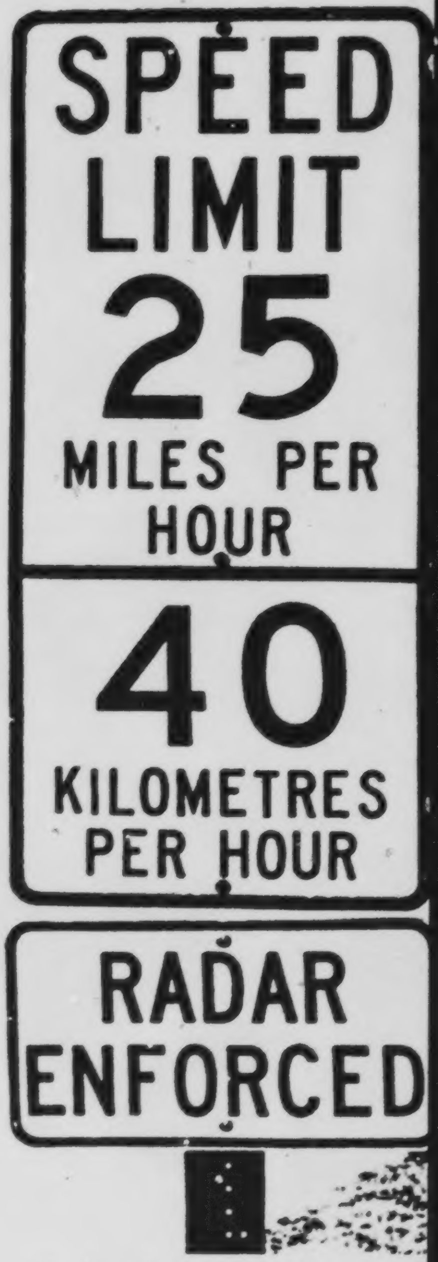
- To strengthen students' concept of numbers, have them count pages, columns on a page, articles on a page, comic strips, etc. Large numbers in the grocery ads are excellent to use for very young children.

- Let students count the number of male pictures in the newspaper and compare it with the number of females. Also compare the number of animal pictures to those of persons.

- Check the daily newspaper for examples of different kinds of measures. Have students clip every example they can find, such as $7.8 million, 72 degrees, six-foot, 7½ oz., etc. Permit the class to create a bulletin board from their clippings featuring the measures we use every day.

- Ask students to watch for and collect circular trademarks in the newspaper's display advertisements. Ask them to look for three or four designs that have geometrical structures within them. Ask them to reproduce the trademarks, using only a compass and a straight edge.

- Some classified ads feature "10 percent off" merchandise at local stores. If the original price is not shown in the ad, have students compute it from the information given. If the original price is given, dictate the problem and have students check their answers by looking at the ads. This might lead to the writing of reading problems based on ads using percentages.



- Lead students in searching the newspaper for ads using some form of measurement other than English measurement. In their search have them notice the areas using measurements such as food, home improvement materials, lawn and garden products, etc.

100's OF ITEMS NOT LISTED — GREATLY REDUCED
EVERYTHING SOLD — REGARDLESS OF PRICE — HURRY

	REG.	SALE	Ladies Denim Jeans	10.99	½ Price
Think & Learn Ast.	7.29	3.65	Ladies Panties	.79	½ Price
Body Language	6.99	3.50	Girls Denim Jeans	7.29	½ Price
Corn Popper	4.59	2.30	Ladies Bras	2.19	½ Price
Skydiver	3.99	2.00	Ladies Girdle	5.69	½ Price
Jarrow	2.59	1.30	Infants Bib Overalls	3.89	½ Price
Movie Viewer	9.49	4.75	Jr. Boys Sport Shirts	1.99	½ Price
Play Packs	.35	.18	Girls Panties	.89	½ Price
Ka-Zootles	.47	.24	Infants Receiving Blanket	6.29	½ Price
Grooming Sets	1.49	.75	Girls Slips	1.77	½ Price
Big Jims Clothes asst.	1.79	.90	Men's Chambray Shirts	8.49	½ Price
Beginners Chess Set	.53	.27	Mens Work Pants	8.97	½ Price
Electric Play Scissors	1.19	.60	Boys Denim Jeans	5.59	½ Price
Police Woman Clothes	1.65	.80	Mens Denim Jeans	11.49	½ Price
American Beauty (Silverware)	.67	.35	Girls Gym Suits	7.39	½ Price
Knit Magic	2.39	1.20	Infant Girls Knit Shirts	2.85	½ Price
Sew Magic Scissors				2.99	½ Price
Chess & Checker Set				to 3.18	½ Price
Barbie Card Table Playhouse				2.39	½ Price
Jack & Jill Game				9.99	½ Price
Kiddie Tondell				4.50	½ Price
Wash Cloths				3.29	½ Price
Solids & Prints				6.99	½ Price
Face Towels				5.99	½ Price
Solids & Prints				5.89	½ Price
Bath Towels				12.59	½ Price
Solids & Prints				11.39	½ Price
Bed Spreads				9.49	½ Price
Odd Lots					
Drapes					20.00
Solids and Prints				17.49	10.00
Bed Sheets				28.99	15.00
odd Lot Twin-Full-Queen-King				26.59	13.00
Crewel Craft					20.00
or				18.99	10.00
Needle Point Kit	1.99	½ Price	Lantern Holder	3.97	.77
Jr. Boys Western Shirts			Hobo Charcoal Grill	7.99	2.00
Odd Lots-Broken Sizes	5.29	½ Price	Camp Stove	6.99	2.00
Jr. Boys Sport Shirts			Bushnell Scopes		
Assorted Styles & Colors	to 3.89	½ Price	72-2401 Custom Scope 4x	34.50	20.00
Infants Fancy Suits			70-1405 Scope chief n 4x	48.75	25.00
Assorted Styles	to 5.99	½ Price	Clock	17.57	9.00
Infants Shirts			Decorative Clock	25.67	12.50
Broken Sizes-Odd Lots	to 3.19	½ Price	Linden Cuckoo Clock	59.67	30.00
Ladies Panty Hose			Linden Cuckoo Clock	23.67	12.00
Odd Lots-Broken Sizes	1.17	½ Price	Spartus Clock	7.97	4.00
Men's Dickie Work Shirts	7.99	½ Price	Ingraham Clock	6.47	3.00
Boys Sport Shirts	3.89	½ Price	GE Clock	10.99	6.00
Boys Knit Shirts	3.99	½ Price	GE Clock	9.99	5.00
Boys Denim Jeans	5.99	½ Price	Spartus Clock	13.47	7.00
Girls Knit Tops	3.79	½ Price	Sanyo Color TV	279.00	150.00
Mens Pajamas	5.29	½ Price	Julette Stereo	129.00	65.00

- Make use of the newspaper display advertisements of sales to help students gain practice in subtraction. Have them collect examples of sale prices and regular prices, clip them, and paste them on a sheet of paper. Have them next subtract the sale prices from the regular prices and show their computations beside each example.

BECAUSE OF LOW — LOW PRICES — ALL ITEMS SUBJECT TO PRIOR SALE

- Before class time make up a fictitious grocery order based on the food ads in the newspaper. Explain to students that today they will pretend to be shopping at one of the local grocery stores advertised in the newspaper. Have them turn to the display ad in question, and scan it briefly. Instruct them to find the total amount of their food order. Be sure to include several items in discount coupons for practice in subtraction.

- Collect weather reports for a one week period. Have students figure the average daily temperature. The same can be done for rainfall as well as temperatures for major cities elsewhere.

- Plan with the students an imaginary cookout to include the entire class. Place on the chalkboard the ingredients needed, giving the measurements to feed one person. Have students calculate the amounts needed for the whole class. Next instruct them to go shopping in the newspaper for the best buys they can find among the ads displayed. Have them total their expenditures, and divide the cost by the number in the class to find the price per student.

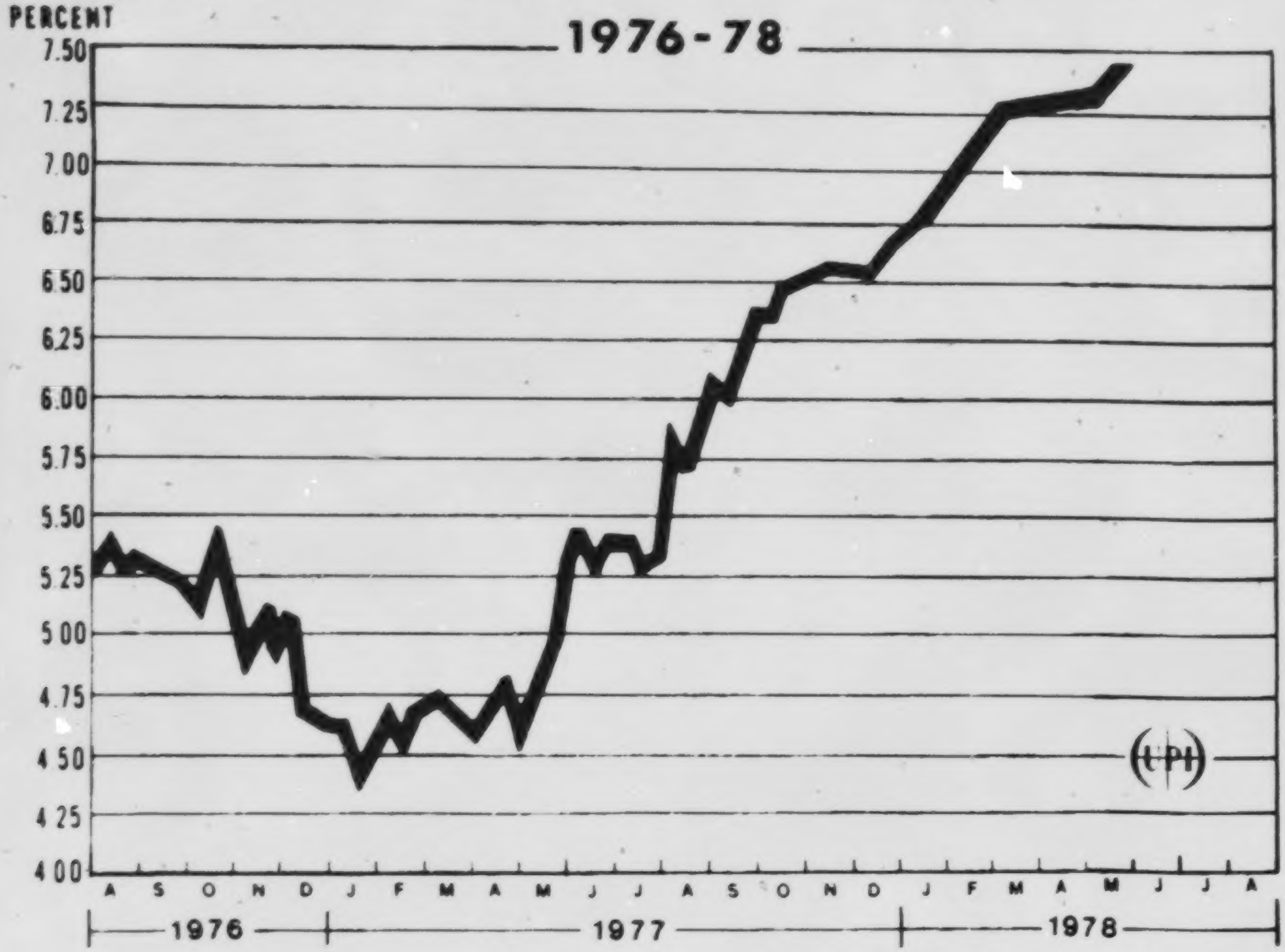
FRYER
Breasts
FRESH FROSTED
5 LB. BOX $3.29

SHURFINE ALL GRINDS
COFFEE
1-LB. CAN
$2.49
With $7.50 Additional Purch.
Excluding Cigarettes

IDA TREAT
FRENCH FRIES
5 LB. BAG 79¢

WHIPPED
MIRACLE
MARGARINE
1-LB. CTN.
49¢

SHORT-TERM FEDERAL FUNDS INTEREST RATES



- Stress the importance to students of being able to read very large numbers in today's world. Choose several articles from the newspaper featuring large numbers to display to the class. Ask students to rewrite the numerals as words. Example: $6,785,439,257.68 would read six billion, seven hundred eighty-five million, four hundred thirty-nine thousand, two hundred fifty-seven dollars and sixty-eight cents.

- Turn students' attention to a graph found in the newspaper. Explain different types of graphs to them at this point. Place several examples of each type on the bulletin board. Keep a chart or graph about government spending or financing. Teach about government budgeting and tax revenues in this way.

- Help students become facile at computing time periods by using the newspaper references to time. Have them locate and clip examples of stated or implied time periods. Ask them to calculate the ages or dates suggested in the article. Examples: "...born July 12, 1927, died December 2, 1978", or "...and the strikers were off the job six months, 4 days, and came back to work today".

Selected Stocks: Today's Prices

NEW YORK (UPI) — Following are selected nationwide composite prices for stocks listed on the New York Stock Exchange.

	P-E	Sales (hds)	Last	Net Chg.
--A A--				
AbbottL 1.44	13	98	55⅝	-⅛
Adrsgr .05d	..	41	p18⅝	-⅛
AetnaLf 2.20	5	109	35⅞	...
Air Prd .40g	10	59	25⅞	...
Aircoln 1.35	11	63	49½	...
AlcanAl 1.40	5	31	25⅝	+⅛
AllegCp .80e	6	17	15½	...
AllgLud 1.28	7	37	18⅛	-½
Allg Pw 1.72	8	35	18¾	+⅛
AlliedChm 2	8	55	40⅛	+⅝
AlliedSt 1.20	6	125	21⅛	-¼
Allis Ch 1.30	5	47	26½	+⅜
Alcoa 1.80	8	45	40¼	+½
AMAX 1.75	21	38	34¼	...
AmrdH .80g	6	71	24⅜	...
Am Airlines	4	186	9½	-⅛
ABrand 3.50	8	11	46⅛	+⅛
Am Brd 1.40	7	80	40⅝	+¼
Am Can 2.70	7	39	38⅛	-¼
AmCyan 1½	9	47	25½	...
AEIPwr 2.12	9	87	23½	...
AmHoistD 1	8	464	19⅝	+1¼
A Home 1.30	15	294	28⅛	+¼
AmHosp .56	12	32	u24¾	...
Am Motors	43	50	4⅛	-⅛
AmNaRes 3	7	94	42⅜	+¼
Am Stand 2	7	24	37¼	-¼
AmT&T 4.60	9	887	61⅝	+⅛
Ametek 1.60	9	2	31	-⅛
AMF In 1.24	8	26	16½	...
Ampex Cp	12	57	13	...
Amstar 1.35	10	4	17⅜	-⅛
ArmcoS 1.80	7	5	26⅞	...
ArmsCork 1	11	155	16½	-⅛
Asarco .40	..	285	18¾	-⅜
AshlandOl 2	5	11	29	+⅛
AtlRchf 2.40	8	481	48⅜	+¾
Atlas Corp	36	14	13⅝	...
AvcoCpn .60	3	50	22½	...
Avnetinc .70	6	43	16½	...
--B B--				
BakerInt .64	10	37	43⅛	-⅛
BangorP .50	6	25	20	...
Bankam .94	8	70	p22½	+⅜
BaxterTl .0	16	119	37⅛	+⅜
Beat Fd 1.08	10	70	23⅞	+⅛
Beckmn .44	14	1	33½	-⅛
Bell Hwl .84	9	9	17⅜	-⅛
Bendix 2.28	7	133	35	+⅛
Beth Steel 1	..	117	20½	...
Black&D .60	12	77	15⅝	+⅛
Boeing 1.20a	9	322	p36⅞	+⅛
BoiseCa 1.25	6	158	25⅜	-⅛
Borden 1.56	7	26	27¾	-⅛
Borg W 1.80	6	416	29	...
Bost Ed 2.44	12	64	24¼	...
Braniff .30	6	133	p11⅝	...
Briggs Str 1	11	10	26¼	...
Bris My 1.22	11	27	30⅜	+⅛
BritPet .29d	12	29	14	...
BrGrup 1.60	7	62	26	...
Brunswk .70	8	97	u15	-⅛
Bucyrus .80	7	62	17¾	+⅛
Budd Co 3	5	15	33⅝	+⅛
Bulova Wch	..	3	6⅛	...
BunkrR .12d	8	5	13¾	...
Burlind 1.40	6	18	18¾	-⅛
Burl No 1.60	6	33	u37	+⅛
Burrgh 1.40	11	107	60¼	+½
--C C--				
Camp S 1.60	9	15	31⅛	...
CanPac .97b	5	50	p15	...
CaroPL 1.84	8	21	22	+⅛
CarrierC .80	7	309	17⅛	+⅛
CatplTr 1.80	9	187	49¼	...
C B S 2.40	7	30	p46¾	-⅜
Celanse 2.80	7	57	38½	...
CentSW 1.34	8	509	15¾	-⅛
CentTel 1.68	9	190	25	-¼
Certn Td .80	7	37	20⅝	+¼
Cessna 1.44	8	54	32	-⅛
Champl 1.10	6	277	17⅝	+⅛
ChmpSP .68	8	23	10	...
ChaseM 2.20	8	270	29	+¼
ChemNY 3	6	13	39¾	-⅛
Chessie 2.32	8	29	p30⅝	...
Chris Craft	23	14	9½	...
Chrysler 1	6	261	u11½	+⅛
Cin Gas 1.84	8	59	21	+⅛
CIT Fin 2.40	8	12	32½	-¼
Citicorp 1.16	7	699	21½	+⅜
Cities Srv 3	6	11	47⅛	+⅛
CityInvest 1	5	115	p14	...
ClevElc 1.84	7	22	21⅝	+⅛
CloroxCo .60	8	71	12½	+¼
CoastSG .30	5	179	16½	+¼
CocaCol 1.74	15	135	39⅝	...
CocaBotl .40	13	33	8¾	+¼
Colgate P 1	10	113	20⅛	-⅛
Col Gas 2.34	7	17	x78	
CmbE 1.60g	9	13	35⅝	-⅛
CmwEd 2.40	9	44	u27½	...
CommSat 2	11	128	36¾	...
Con Ed 2.20	5	61	g22¾	-⅛
ConsFd 1.50	8	94	23⅝	+⅛
ConFrg 1.10	6	1	25⅛	-⅛
ConsNG 2.76	7	70	38⅞	-⅛
ConsuP 2.12	7	39	23⅛	-⅛
ContAL .25b	6	53	11¼	+⅛
ContlOil 1.40	7	126	25¾	...
ContTel 1.16	9	47	u15⅜	-⅛
ControlD .25	7	309	27¼	+⅛
CornG 1.68a	10	14	48½	...
Cox Brd .65	9	1	36⅝	-⅛
CPCIntl 2.70	8	7	45	+¼
Crane 1.40g	4	19	27	-¼
CrownZ 1.90	7	15	31½	...
CurtissW .60	10	19	19⅞	-⅛
Cyprus .80	22	13	18¾	-⅛
--D D--				
DanRivr .72	6	10	10⅝	+½
DanaCp 1.28	6	22	23¾	+⅝
DartInd 1.60	9	19	39¼	...
DaycoC .50g	4	101	14⅞	+⅛
DayPLt 1.66	11	5	18	...
Deere 1.30	6	42	26⅛	-⅛
Del Mnt 1.60	7	23	24⅝	-⅛
DeltaAir .80	7	11	39⅞	-¼
DetEdis 1.52	8	39	u16¼	...
DiaShm 1.40	6	52	24⅜	-⅛
Diebold .50	18	87	15	+⅛
Digital Eqpt	12	851	39⅛	+¼
Dillon 1.20	10	1	30½	...
Disney .32g	13	374	34⅞	+1⅛
DrPeppr .60	15	136	15⅝	+¼
DomeMn .80	13	5	66½	...
Dow Ch 1.20	8	255	22¾	...
Dravo 1.16	8	1	28¼	+⅛
Dresser .80	7	489	36⅝	+⅛
Duke P 1.72	9	49	20⅝	...
DuPont 5a	9	59	103¾	+¼
DuqneL 1.72	10	19	18⅛	-⅛
--E E--				
Easco 1.10	8	1	25¼	...
Eastern Air	4	213	7½	+⅛
EastK 1.60a	11	336	43⅞	+⅛
Eaton 2.25	6	16	x35⅛	-⅛
ElPasC 1.10	7	55	15⅛	...
Emer E 1.20	13	89	33⅛	..
Ensrch 1.80	8	3	c29⅞	-¼
Esmark 1.84	7	10	26¼	-¼
EthylCorp 1	4	54	19	+⅛
ExCelO 1.80	7	40	25½	+⅜
Exxon 3.20	8	426	45	-⅛
--F F--				
Faberge .40	8	35	9⅝	+¼
FairCam .80	14	10	29⅝	+⅛
FairInd .60	10	205	20⅛	+½
FairmtF .76	15	3	10	-¼
Farah Mfg	..	7	4	..
FedNatMt 1	5	131	15	-¼
Ferro C 1.44	9	146	38	+¼
Firstne 1.10	9	99	14⅛	+¼
FsPaCp 1.32	7	21	15½	-⅛
Fleming .80	8	3	18⅝	..
Flintkot 1.20	7	128	23¼	+¼
FlaPwr 2.48	6	19	29½	-⅛
FlaPLit 1.76	7	104	25	+⅛
F M C 1.20	6	23	21⅜	+⅛
FoodFar .20	..	4	5	-⅛
FordMo 3.20	3	449	47¼	+¼
Fr McK 1.24	6	89	p18½	+⅛
FreptM 1.60	15	20	20⅞	+⅛
Fruehauf 2	5	14	u25⅞	...
--G G--				
GAF Cp .60	..	22	11⅛	...
Gannett 1.40	14	26	38⅛	+¼
GnAmOl .60	20	36	36⅛	+½
Gen Dynam	5	85	47⅝	+½
Gn Elec 2.20	9	231	u46¾	...
GnFood 1.64	9	142	p27½	...
GenHost .60	20	3	9	...
GnInstr .40g	9	122	24¾	+¼Ge
Gen Motor 4	5	290	62⅛	...
G PubU 1.76	8	386	19⅞	-⅛
GenStel .06d	7	2	6⅞	...
G T E 2.24	8	354	x29¾	+⅛
G Tire 1.30g	5	19	23½	...
Ga Pacf 1g	10	53	25	...
Gerber 1.40	12	38	32⅝	+⅛
GettyOl 4.80	11	10	159½	...
Gillette 1.50	10	25	26⅛	...
Goodrih 1.32	5	57	20⅝	+⅛
Goodyr 1.30	6	352	p17¼	...
GraceW 1.80	7	26	36	...
Gt A&P .05d	90	18	8⅛	-⅛
GtNoNk 1.20	5	5	26¾	...
GrtWstFin 1	4	228	23½	+¼
Grn Gia 1.08	11	18	16⅝	+⅛
Gryhd 1.04a	7	52	13⅛	...
Grumman 1	4	32	15⅞	-⅛
Gulf Oil 1.90	6	4578	u24½	+¼
GulfStU 1.24	8	21	13½	...
Glf&Wst .66	4	127	12⅞	+⅛
--H H--				
Hallibtn 1.40	10	261	55⅛	+⅛
HamPa 1.30	8	12	19	+⅛
Harrahs .40	9	14	20¾	
HarrisCpn 1	13	42	47¼	...
HeclaMn .2k	..	11	8⅛	-⅛
Heinz H 1.60	9	12	34¾	...
Hercules 1	10	678	14	-⅛
HershF 1.20	7	6	22	...
Heublin 1.40	12	128	26⅝	+⅛
Hewlt P .40	14	60	64⅝	...
HiltonH 1.10	10	142	30½	+⅛
Hol Inns .56	9	56	16⅛	+⅛
Homstak 1a	15	19	33¼	-⅛
Honywl 1.90	7	198	45½	+¼
HousInl 2.12	7	z21800	31¼	-⅛
HowardJ .40	9	561	12¼	+½
--I I--				
ICIndus 1.52	5	16	22	-⅛
Idaho P 2.16	12	5	26⅝	...
IdealBa 1.40	7	2	19⅛	-¼
Ill Pwr 2.28	9	16	24⅝	-⅛
ImperlIC .80	4	50	17¼	+¼
INA Cp 2.60	6	144	38¾	+¼
Inco Ltd .80	13	142	15⅝	...
Inexco .10	17	51	19	+¼
Ing Rand 3	9	5	p52¾	-⅛
InlndStl 2.60	9	13	37½	+¼
I B M 11.52	13	1953	236¼	...
IntHarv 2.10	4	79	27	-⅛
Intl Paper 2	7	366	b38	+⅛
Intl T & T 2	7	182	29⅝	+⅛
Itek Corprtn	28	83	25	-¼
--J J--				
Jantzen .80	9	3	15⅝	...
JeffPilot .92	9	156	g28⅛	-⅛
JohnMv 1.80	8	117	29¼	+⅛
John Jn 1.70	16	62	65¾	-⅛
JonLog .60g	6	1	12	+⅛
JostensInc 1	11	151	27	+⅜
Joy Mfg 1½	10	38	32¼	+⅛
--K K--				
KaisrAl 1.60	5	11	29¾	+⅛
KanC Sthn 2	6	10	41⅝	...
Kan GE 1.80	9	5	19¾	-⅛
KanPLt 1.86	7	7	21½	+⅛
Kenmet 1.08	9	1	28⅝	-⅛
Kencott .15d	120	130	26½	-⅛
KeMcG 1.25	10	102	46¾	+¼
KimbCl 2.60	7	49	41⅞	+⅛
K mart .56	10	266	25⅛	+⅛
Koppers 1.10	9	6	22⅞	+¼
Kraftln 2.60	8	37	43⅝	-¼
Kroger 1.60	7	177	x31	-¼
--L L--				
LearSieg .80	20	42	16⅛	...
Lehmn .52d	..	38	9⅝	...
L O F 2a	6	24	27	-⅜
LiggGrp 2½	272	129	32⅝	+⅜
LillyEli 1.60	14	295	42⅝	+⅝
Litton 2½k	14	15	p17	+½
Lockheed	6	1388	20⅝	+⅞
LoewCp 1.20	3	42	38⅞	+⅜
LoneStr 1.20	7	1	18¼	...
LTV Corp	..	25	x6½	-⅛
LuckyS .84g	10	495	p13⅞	...
Lykes Corp	..	86	6	...
--M M--				
Macmill .64	8	72	11⅝	...
Macy 1½	7	29	39	-⅛
Mad Fd .20d	..	55	13¼	...
Man Hn 2.08	6	17	31¾	...
MrthnO 2.20	7	96	u43¾	+⅛
MarMidl .80	10	117	g15½	+¼
MarshF 1.24	14	50[illegible]	25½	+½
MartiM 1.60	6	18	u26	...
Massey Frg	..	95	10⅝	...
May DS 1.28	6	47	22⅝	...
MayerOs .90	8	2	19	...
Maytg 1.60a	10	6	26¾	+⅛
McDonD .60	9	96	c28⅛	-⅛
McGr E 1.60	7	16	24½	-⅛
McGrwHill 1	9	562	u19⅝	...
MeadCorp 1	5	148	20	+¾
Merck 1.70	13	234	x51	+⅛
MerrilLy .88	12	34	p14⅞	...
M G M 1.10	13	8	34¾	...
MidSoU 1.44	7	42	16⅛	-⅛
M M &M 2	13	173	44⅝	+⅛
MinnPL 1.84	10	38	20⅝	+⅛
Mobil C 4.20	7	335	62	+⅛
Mohasco .90	9	3	13⅞	-⅛
Mongrm .40	6	13	17	...
Monsan 3.10	6	33	x48¼	...
MorgnJ 2.20	8	142	p44¼	+¼
MKnud 1.50	6	5	35⅞	+¼
Motorola 1	11	257	38⅛	-⅛
Mt Fuel 2.20	9	41	36⅝	+½
MtStTel 1.88	8	8	26⅛	-⅜
MrphCo 1.28	4	4	16½	+¼
--N N--				
Nabisco 2.76	10	30	47½	+⅜
NatAirln .50	19	14	14⅝	+⅛
NtlDistl 1.70	7	38	22¼	+¼
Ntl Gyp 1.20	7	10	15⅞	..
NatSteel 2½	10	106	31⅜	-¼
Natom 1.80g	4	4	p34	...
NCR Corp 1	8	491	48⅝	+1
Nev Pw 1.76	6	10	23⅞	+⅛
NEngEl 1.94	9	5	21¾	+⅛
NiagMo 1.34	8	39	14¾	...
NLIndu 1.20	8	62	17⅛	...
NorfkW 1.84	8	79	26⅝	-¼
NoNtGs 2.40	6	10	36¼	...
NoStPw 2.06	8	46	24⅝	-¼
Nw Bcp 1.04	8	17	22¾	...
NortonSi .76	8	172	19¼	+¼
--O O--				
OccdPet 1¼	7	174	21½	...
OgdenC 1.40	5	6	26⅞	+¼
Ohio Ed 1.76	9	80	u18⅝	...
OklaGE 1.54	9	27	17½	...
OklNtG 1.36	6	26	21	-⅜
OlinCorp .88	5	41	15	+⅜
Omarkln .88	7	8	19⅝	...
Or Rckl 1.44	10	17	15½	...
OutbdM 1.40	11	15	19⅞	-¼
OwnCF 1.20	8	281	57¾	+1¼
OwenIll 1.06	7	88	19⅞	...
--P P--				
PacG E 2.16	8	56	p24	-⅛
Pac Ltg 1.80	7	7	20¼	+⅛
PacPetrl .92	9	18	35⅜	+⅛
PacPwr 1.80	10	29	21⅛	+⅛
Pac T T 1.40	7	23	16⅝	+⅛
Pan Am Air	5	372	5⅝	...
Panhn 2.60	7	10	39⅞	-⅛
Penn Centr	..	933	2¼	+¼
Penney 1.76	8	133	36⅞	...
PennPL 1.92	6	44	x21¾	...
Pennzoil 2	9	24	28½	-⅜
PeoplG 2.80	8	9	36¼	+¼
PepsiCo .90	13	326	27⅝	-⅛
Pfizer I 1.08	11	96	27	-¼
Phelps D .60	36	91	u22¾	...
PhilaEl 1.80	10	68	18½	-⅛
Phil Mo 2.05	11	98	p59⅝	-⅜
Phillpsln .24	6	21	6	+⅛
PhilPtl 1.20	9	119	29¾	...
Pllsbry 1.28	9	11	u34⅞	...
PitneyBw 1	8	57	20¾	-¼
Polaroid .80	10	203	29	+⅜
Potlatch 1	6	31	26½	+½
PPGInd 1.60	9	z9700	25¾	+⅛
ProcGa 2.60	13	61	76½	...
PuS Col 1.46	11	58	16⅝	+⅛
PSE&G 1.96	8	14	p22⅝	...
Pullmn 1.40	9	14	p28⅛	+¼
PurexC 1.08	9	28	17¼	...
Purlatr 1.20	14	4	21¾	-¼
--Q Q--				
QuakrO 1.04	8	12	20½	-⅛
--R R--				
Ralston .50	10	34	13¼	+⅛
Rapid Amer	4	7	7⅝	...
Rathon 1.20	10	303	37½	...
RCA Cp 1.40	8	279	25½	+¼
Rep Stl 1.60	10	6	p24⅝	...
Revlon 1.10	13	50	40	+⅜
Rey Ind 3.50	7	95	56⅝	...
Reyn Mt 1½	6	64	28¼	-¼
Robshw 1.20	9	z2200	23	...
RochG 1.40g	8	7	18¼	+¼
Rockwll 2.20	7	16	32⅛	-⅛
RohmH 1.28	10	13	33⅝	...
Rohr Indust	9	26	11	-¼
RoperC 1.60	6	3	24⅝	+⅛
RoyalCron 1	9	9	19½	+¼
RoylD 4.26b	5	44	58⅝	-¼
--S S--				
SafwStr 2.20	10	40	41	...
StJMnrl 1.30	9	19	26⅛	-¼
StRegis 1.72	8	25	26¾	-⅛
Sander Asso	8	56	18⅝	...
SanFe I 2.20	6	15	p34½	...
Scherng 1.12	9	51	29¼	+½
Schlmb 1.10	14	496	64⅝	-¼
SCM Corp 1	4	7	p17	...
ScottPap .76	5	66	12¾	...
Seagram .92	10	13	22⅞	...
Sears 1.12a	9	1027	g23⅛	...
ShellOil 1.80	6	14	31	...
SierraP 1.10	7	3	13¾	...
SignalC 1.36	7	9	33¾	+¼
Simmns 1.12	13	1	14⅝	...
SingerCo .60	5	93	20¼	+½
SmithKl 1.32	19	99	57⅛	+⅛
SonyCp .05d	14	99	8	...
S CarEl 1.62	8	8	18⅛	...
SoCalEd 2.24	6	54	25½	...
SouthCo 1.54	9	96	16⅞	-⅛
SoNRes 1.06	7	21	31¾	-¼
SoPacif 2.40	7	44	31¼	+⅛
So Rail 2.60	7	9	46⅝	+⅛
Swst Bc 1.10	8	10	25	...
SowsPS 1.20	8	24	14	+⅛
SpRand 1.12	7	90	p35½	-⅛
SquarD 1.40	9	4	24⅛	-⅛
Squibb 1.02	9	26	22¾	-⅛
St Brnd 1.28	9	44	22¾	-⅜
StdOCal 2.40	7	43	39⅛	+⅛
StOilInd 2.80	7	173	48	+⅜
StOilOh 1.36	14	2	61¼	+⅛
SterlDrg .70	9	75	13½	+⅛
StewWn 2.10	7	2	31¾	-⅛
StudeWrth 2	5	323	54⅝	+1¼
Sun Co 2.00	5	13	39¾	...
SunshM .10d	47	3	12⅝	+⅜
Sun Oil 2.20	12	24	39⅞	+1
--T T--				
Tandy Corp	7	187	38⅛	+½
Teldyne 10i	5	251	78¾	-⅛
Tenneco 2	7	227	30⅝	-⅛
Texaco 2	7	250	25½	-...
TexECp 2.10	8	17	39⅞	...
TexGas 2.40	7	2	39⅛	+⅛
Texgulf 1.20	15	28	18¾	...
TexInst 1.68	13	58	u66¼	-¼
TexUtil 1.52	8	48	20	-⅛
Textron 1.60	7	34	26½	+⅜
Thiokol 1.20	8	14	29	...
ThriftyC .52	8	36	p8⅝	-⅛
Timkn 2.20a	8	3	47¼	...
Trane C 1.36	8	23	35¼	-⅜
Transam .80	5	48	13⅞	+⅛
TranUn 1.92	8	4	35⅝	...
Trans W Air	4	219	15⅞	+⅛
TriCon 1.51d	..	37	18¾	-⅛
TrinityInd 1	6	7	21	-⅛
TRW In 1.80	8	70	35⅞	+⅛
Tw CF 1.20a	4	84	27¼	+⅛
--U U--				
UAL Inc .80	6	105	22⅞	+¼
UnCarb 2.80	6	113	38⅞	-⅛
Un Elec 1.36	9	36	14⅝	...
UnOCal 2.20	6	50	46¾	+⅛
Union Pac 2	10	31	45⅛	...
Uniroyal .50	7	60	7¾	+⅛
Utd Brands	14	2	6⅞	-⅛
US Gyp 1.60	7	20	23¼	-⅛
US Indus .52	7	127	8⅞	-⅛
USSteel 1.60	15	184	c25½	+¼
US Tob 1.60	11	10	30¼	-½
Utd Techn 2	6	187	36½	...
UnitTel 1.36	8	56	19⅛	-⅛
UOP Inc .80	10	26	20½	...
Upjohn 1.32	12	36	u36⅝	+¼
UV Indust 1	5	193	21⅛	+½
--V V--				
VarianA .40	9	16	16¼	+⅛
Vendo Co	..	45	5⅝	+⅛
Va Elec 1.24	7	298	14	-⅛
--W W--				
Walgrn 1.10	8	8	19¾	-⅛
WarnLa 1.10	12	45	27⅝	+⅛
WstnArL .40	8	41	8	+⅛
WsBanc 1.70	7	133	34⅝	-⅛
WUnion 1.40	7	42	16¼	...
Westh El .97	7	361	u18⅝	...
Westvc 1.20	7	12	24⅝	+¼
Weyrhes .80	10	140	22⅞	-⅛
WhlgPitt Stl	..	24	9¾	...
Whlpool 1.20	8	119	23	+⅛
Whit Cn 1.20	5	17	21⅛	...
White Motor	6	84	7⅝	+⅛
Whittkr .10d	8	115	10	+⅛
Wickes .92	6	31	16½	+⅛
WilliamsC 1	7	34	17	+⅛
WinnDx 1.68	10	2	34⅝	+¼
Woolwh 1.40	6	94	18⅝	...
--XYZ--				
Xerox Cp 2	9	101	p43¼	...
ZaleCorp .92	6	2	16¼	-⅛
Zayre Corp	5	194	12	+¼
ZenithRad 1	..	9	14¾	-⅛
Zurn Ind .60	8	18	14⅝	...

NEW YORK (UPI) — Following are nationwide composite prices for selected stocks listed on the American Stock Exchange.

	P-E	Sales (hds)	Last	Net Chg.
AdobeOil .16	17	2	16⅝	+⅛
Augat In .44	13	3	22⅞	+⅛
Banister .40	34	21	9¼	...
BradRg .05d	6	1	6⅞	-⅛
BrascanLt 1	3	183	14	...
BrewerC Co	13	4	13⅝	+⅛
Cal Comptr	..	143	5⅛	+⅛
Carnatn 1.20	9	134	25¼	+⅛
Champ Hm	..	132	2⅝	+⅛
CrownC .60g	4	19	25½	...
DeyMn .20b	18	17	10½	...
Dome Petro	6	89	57⅝	-⅜
Fisher PthSk	7	17	14⅛	+⅛
Frontier .20g	7	5	11⅝	...
GiantYl .10d	18	50	10¼	-¼
GrtLkCh .40	12	10	37¾	+⅜
Hormel 1.36	6	11	22⅝	...
HoustOil .80	9	285	20⅞	+⅝
Husky Oil 1	7	54	27½	+¼
KaisrI 1.26b	..	12	1⅞	+⅛
LoewsTh wt	..	483	9¾	+½
McCullch Ol	20	96	p3⅝	...
O Okep Cop	9	z100	26	...
RescCott .16	11	52	22⅞	+¼
Solitron Dev	10	22	2⅛	-⅛
STP Cp .80	15	8	21⅛	...
Syntex .50g	11	364	24⅝	+⅛
USFilter .28	8	41	12¾	+⅛
Wyn Pnr .64	7	12	12	

- Interpret the stock market to interested students as follows:

1. Immediately after the name of the company listing is the dividend amount. This is the stockholders' share of the profits. This is the return the company has declared on each share of stock that quarter.
2. The next entry under the "Sales per Hundreds" column shows the shares of stock sold that day multiplied by 100.
3. Readers will find the highest price paid by a single buyer that particular day under "High".
4. Under "Low" figures are listed that indicate the lowest price paid by a buyer that day.
5. Listed under "Last" are the last prices of the day.
6. Fractional changes between the closing price of the day and the closing price of the previous day are listed under "Change".

- Instruct students to select one expensive item from a newspaper ad such as a car, boat, swimming pool, fur coat, etc. and figure how long it would take them to save for the item if their allowance were $1.50 a week or $3 or $5 per week. Ask if they think a savings account would help. (Yes, it would accumulate interest.)

- Play "Who is the Best Stockbroker?" with students by assigning each class member $1,000 to invest in the stock market. Urge them to study the market listings carefully, and invest wisely. They may invest in as many or as few as they wish as long as they don't exceed their $1,000. Have them keep a daily record of their stocks' progress, and at the end of the week allow them to "sell" their stock and compute how much they earned or lost.

- Watch for an illustration of floor plans for a house in the newspaper. Challenge students to compute room-by-room square footage and total living space square footage. Let students design their "dream house" interior using the newspaper floor plans as a model. Place a limit of 3,000 square feet of living space excluding closets.

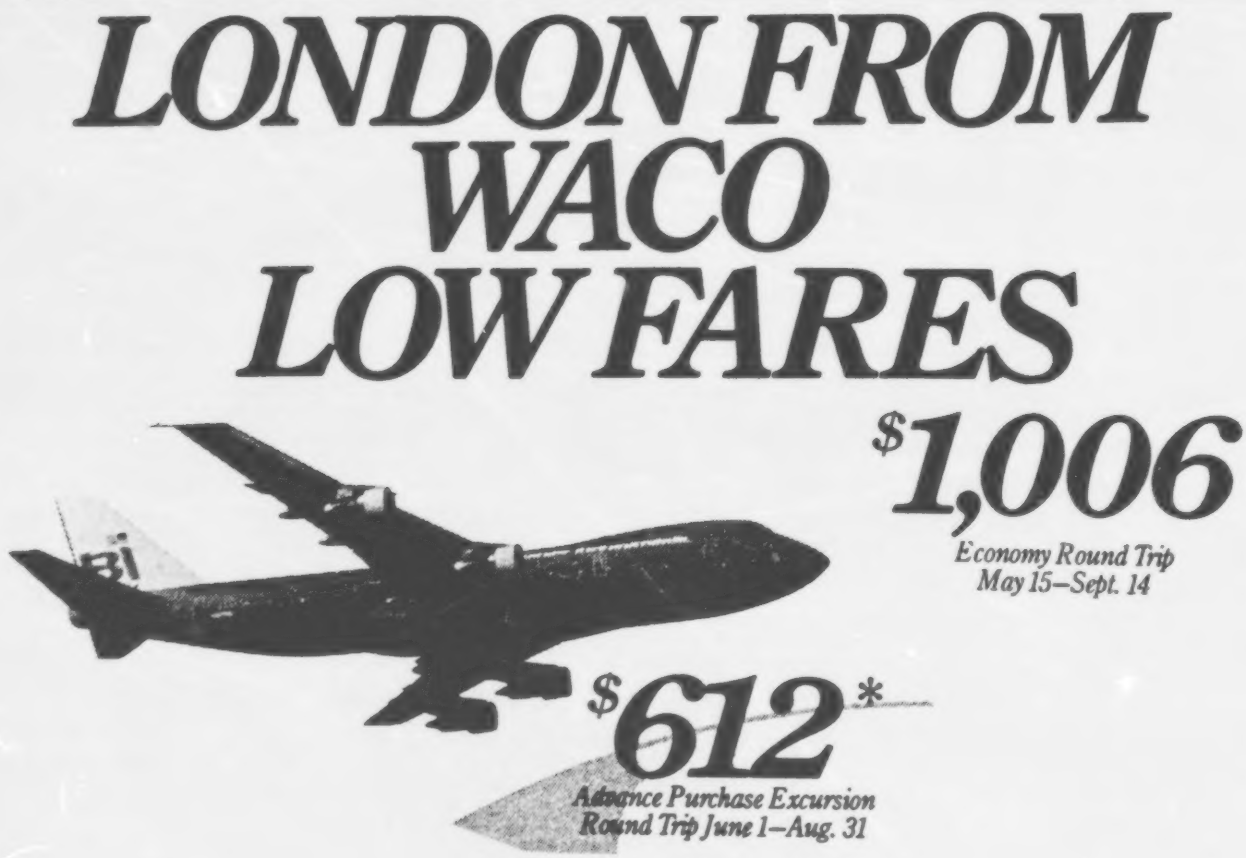
- Look at the "Pets for Sale" columns of the classified ads. Average the cost of German shepherd dogs, or all dogs or cats. Move on to the car ads, and figure the cost of a certain kind of car by averaging several quoted prices for that type car.

- Make use of store advertisements in the newspaper to work with students on learning time in hours and minutes. These ads tell the times of the store's opening and closing. Ask students to locate and clip ten such ads and calculate the number of hours each day each store is open. Also, refer to the movie time schedule for more advanced training in hours and minutes.

- Teach students to write their own reading problems using the daily newspaper for consideration. Have them find and rewrite these in arithmetic book form.

- Direct the class' attention to the bank advertisements found in the newspaper. Have them compute the interest on a loan or savings account. Teach them to shop around for a bank with the best interest rates.

- Refer students to food advertisements in the newspaper in which items are presented as so much per pound. Ask them to figure out how much a customer would pay for half a pound, a quarter of a pound, per ounce, etc.



LONDON FROM WACO LOW FARES

$1,006

Economy Round Trip
May 15–Sept. 14

$612*

Advance Purchase Excursion
Round Trip June 1–Aug. 31

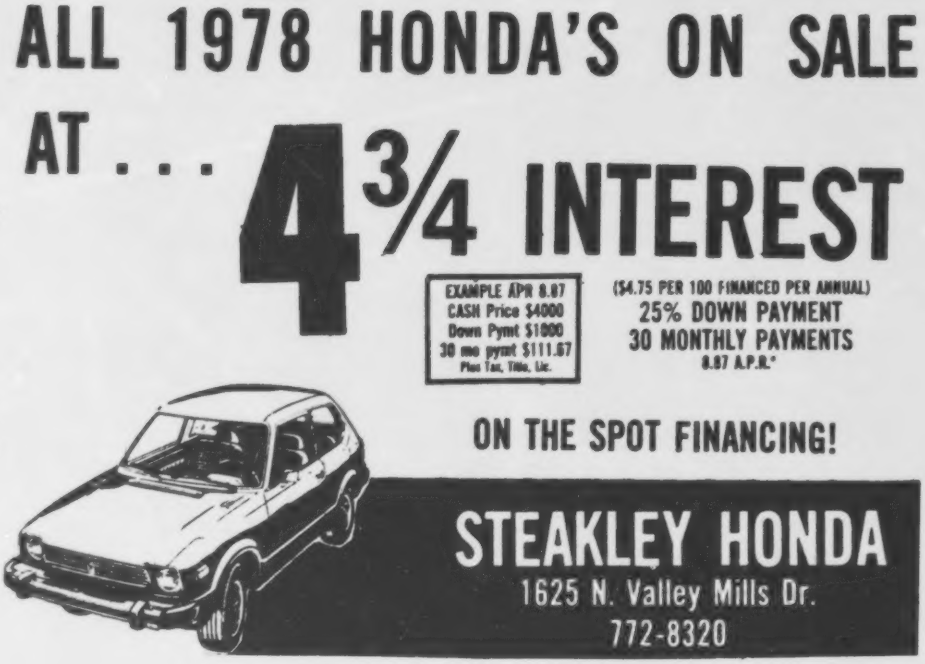
- With the use of airline advertisements giving prices of air flights to various cities, ask students to find the distances to these cities in the atlas and compute the cost per mile.

- Turn the class' attention to the tire ads in the newspaper. Ask students to shop for the best buy by noticing mileage guarantees and cost per mile. Caution them to "buy" four tires at least, remembering to include all hidden costs like tax, mounting and balancing.

- Encourage students to find the point difference for baseball, football, or basketball teams which lost their games. Have them subtract the losing score from the winning score to find the difference.

- Clip pictures of objects, animals, and people from the newspaper comics or advertisements. Arrange them in groups of varying numbers. Have students paste them on cardboard and use for flash card exercises.

- Play bingo with students by compiling a mathematics vocabulary list of words clipped from the newspaper. Paste these on separate index cards with the definition on the back. Construct bingo cards with 25 spaces on them to be used with small pieces of paper for chips. When the definition is given orally by the teacher, students will cover the appropriate word. The first student to cover his board is the winner. Use such words as: stock market, fraction, installment, tax, coupon, set, computation, calculate, etc.



ALL 1978 HONDA'S ON SALE

AT . . . 4¾ INTEREST

EXAMPLE APR 8.87
CASH Price $4000
Down Pymt $1000
30 mo pymt $111.67
Plus Tax, Title, Lic.

($4.75 PER 100 FINANCED PER ANNUAL)
25% DOWN PAYMENT
30 MONTHLY PAYMENTS
8.87 A.P.R.*

ON THE SPOT FINANCING!

STEAKLEY HONDA
1625 N. Valley Mills Dr.
772-8320

- To give practice in figuring percentages, have class members select 10 cars they would like most to have as advertised in the classified ad section of the newspaper, and calculate the sales tax on each.

- Use the classified ad section of the newspaper to work with averages with students. Help them locate ads for 2-bedroom apartments and determine the average price.

- Help students find headlines that mention sets of people or objects. Examples: "Triplets Born to Waco Couple", "Students Fill Stadium Seats to Capacity". Challenge them to look within the article for subsets, unions, intersections, and null sets.

- Use the weather report in the daily newspaper to give students a chance to convert temperatures from Fahrenheit to centigrade.

- Ratio problems can be developed from the newspaper sports section. Example: If the Rangers won 12 of their first 27 games, how many games will they probably win during their 162-game season?

- Play "What's My Number?" with students, using the newspaper and the chalkboard. Begin by asking, "How many ——are in the newspaper?" (women getting married, ball games played, births, deaths, houses for sale, TV shows listed, etc.) List subjects on the chalkboard along with student's name and his guess. Classmates gesture with their hands "greater" or "less" than. The answer is given by the teacher.

- The sports section of the newspaper reports football progress in terms of yardage. Ask students to total the number of yards each player on his favorite team gained during one season. Have them next convert the yardage to feet and inches in the English system. Finally, have them convert the yardage to meters, centimeters and millimeters in the metric system, and determine which converts easier to smaller terms.

- Turn with the students to the newspaper clothing ads. Assign children different ads, and ask them to count the number of shoes in their ads, the number of coats, hats, etc. Next ask them to circle in red five numbers of their choice. Using a blue crayon circle another group of five numbers. Ask them to copy the numbers circled in each color and add them.

- Use "one-cent sales" or "two-for-a-price" sales and have students calculate the price to the purchaser of a single item. Ask students to determine if there is a real saving in buying two. Have them chart the prices for purchases of one through eight items.

- Stay on the lookout for city, state or national budgets. Lead the class in computing the cost of the budget per week, per day, per hour, per minute and per second. Have them find out also how much money is budgeted for the length of one class period.

- Suggest that students find advertisements in the newspaper that cost between 25 cents and $25. Have them establish which coins and bills they would use to pay for each item. Be sure they understand to use the smallest number of coins and bills each time they make a decision.

- Have younger students locate and clip items from the supermarket advertisements, and paste them two to a page on notebook paper. Ask them to tell what change they would receive after purchasing one and then the second item with a dollar bill.

31—GENERAL HELP WANTED

EARN Extra Income in your spare time. Complete training provided. Phone 772-7919.

NOW ACCEPTING Full & part time applications. Good conditions. Fast pace. Apply at Wendy's 1015 N Valley Mills Dr.

WANTED For Production in manufacturing, group insurance, paid vacation, apply at or call Ed Dunigan, Plant supervisor, Perm-A-Dwell Corp, 840-3266.

WANTED Owner/Operator w/2 1/2 T. or larger truck with air brakes to pull company trailer for hauling modular & portable bldgs. Prefer related wide load exper. Advancement opportunities good benefits w/established growing company Call Morgan Building, 756-6677.

- Check the newspaper for wallpaper ads. Determine how many walls will be papered, and if the ceiling will be included or not. Each roll covers about 30 square feet. Calculate how many rolls will be needed. Have students make plans to wallpaper their bedrooms.

- For practice in telling time, discuss briefly the TV schedule in the newspaper. Find the time for a favorite show and set a model clock at that hour. Practice setting times for other favorite shows until all the students have had a turn.

- Use the weather report in the newspaper and work with comparisons of weather in different parts of the country. Have students compare the highest temperature for one day with the highest of another day, and plot a graph.

- Find the many opportunities in the newspaper for drill in converting measurements to the metric system. Instruct students to find examples in the newspaper of references to weights, volumes, areas, length, etc. Ask them to convert the measures to metric system — quarts to liters, miles to kilometers. Lead into a discussion of the pros and cons of a standard international system of measurement.

- Have students examine the style of display advertisements in the newspaper, and compose their own ads promoting geometrical shapes. Encourage them to illustrate them artistically, describe the shapes in words, give facts about them, and tell how and why they are used. Example: "Once in a lifetime special on squares! Buy now while the supply is good! Useful for placing round pegs in, making blockheads, etc.

- Permit younger students to clip and mount pictures of furniture. Ask students to count the number of pieces collected. Determine how many are for the bedroom, the dining room, the living room, the kitchen. Have them exchange pictures and begin counting again.

- Conduct a numbers "race" using the newspaper. In an allotted time see how many numbers from 1-50 can be circled. The one who circles the most is the winner.

- Locate and clip display ads of clothing and toys. Have students figure what it would cost if they bought the item for one to five of their best friends. Try adding, then multiplying.

- Ask students to locate and clip fractions and decimals as they appear in the newspaper. Discuss the fact that writers use both. Elicit from them opinions as to why that is true. Have them convert the fractions into decimals and the decimals into fractions. Younger pupils might practice adding and subtracting the examples they clip.

- Search through furniture advertisements in the newspaper which contain some of the geometric figures the class is studying. Look for triangles, circles, squares, semi-circles and rectangles. Use these to relate the study of geometry to the real world.

- Pretend with students that a stranger, "The Millionaire", has left them each a million dollars. Tell them to search the newspaper ads and spend the money in a given period of time.

- Students can create their own addition and subtraction drills from the newspaper's headlines. Ask them to locate and clip numbers from 1-25, putting half in one shoebox and half in another. Allow them next to draw a number from each box, and either add or subtract the two numbers.

- Instruct students to choose a sports team from among those currently in season. Using the newspaper sports section, have the class keep a bar graph indicating the wins and losses. Draw two columns for each team across the horizontal axis. One column is for "wins", the other for "losses". Record the number of games played along the vertical axis. When the season is completed, convert the final statistics into circle or pictographs.

- Conduct a newspaper search for concepts of:

  Size — biggest, greatest, smallest, head size, king size, etc.

  Location — top, beside, near, etc.

  Time — today, next year, a.m., etc.

  Quantity — all, most, few, etc.

  Value — all silk, heavy duty, worthless, etc.

  Money — $1.99 is almost $2.00, 10 percent off, 3 for a dollar means about 34 cents each, etc.

- Encourage students to identify geometric forms in newspaper pictures and drawings. Examples: bridges, dams, archways, homes, art displays, etc. Help them identify circles, squares, triangles, and rectangles.

Baseball Standings

American League

East

	W	L	Pct.	GB
Detroit	17	7	.708	—
Boston	19	11	.633	1
New York	16	10	.615	2
Cleveland	12	14	.462	6
Milwaukee	12	15	.444	6½
Baltimore	11	15	.423	7
Toronto	10	18	.357	9

West

	W	L	Pct.	GB
Oakland	19	9	.679	—
California	18	9	.667	½
Kansas City	15	12	.556	3½
Texas	13	12	.520	4½
Chicago	8	16	.333	9
Seattle	11	22	.333	10½
Minnesota	10	21	.323	10½

WEDNESDAY'S RESULTS

Baltimore 3, Boston 2
Cleveland 6, Seattle 1
Toronto 3, Oakland 1
Chicago 7, Minnesota 2
Texas 4, Milwaukee 3

TUESDAY'S RESULTS

California 7, Detroit 5
Cleveland 5, Seattle 4
Toronto 4, Oakland 0
New York 3, Minnesota 1
Boston 4, Kansas City 3
Texas 7, Milwaukee 1
Chicago at Baltimore, ppd.

THURSDAY'S PITCHERS
(All Times CDT)

Boston (Lee 4-0) at Baltimore (D. Martinez 3-1), 6:30 p.m.
California (Ryan 2-1) at Detroit (Billingham 3-0), 7 p.m.
Minnesota (Ericson 2-2) at Chicago (Stone 1-1), 6:30 p.m.
Only games scheduled

FRIDAY'S GAMES

California at Cleveland, night
Seattle at Toronto, night
Boston at Minnesota, night
Baltimore at Texas, night
New York at Kansas City, night
Milwaukee at Chicago, night
Oakland at Detroit, night

National League

West Coast Games Not Included
East

	W	L	Pct.	GB
Philadelphia	15	9	.625	—
Montreal	15	12	.556	1½
Chicago	13	13	.500	3
Pittsburgh	13	13	.500	3
St. Louis	12	15	.444	4½
New York	13	18	.419	5½

West

	W	L	Pct.	GB
Los Angeles	17	10	.630	—
Cincinnati	17	12	.586	1
San Fran	15	12	.556	2
Atlanta	11	16	.407	6
Houston	11	16	.407	6
San Diego	10	16	.385	6½

WEDNESDAY'S RESULTS

Pittsburgh 5, San Francisco 1
New York 7, Montreal 2
Philadelphia 3, Houston 1
St. Louis 6, Los Angeles 5
San Diego 1, Chicago 0

TUESDAY'S RESULTS

Atlanta 3-6, Montreal 2-7
Houston 5, Philadelphia 1
Cincinnati 7, New York 6 (10 innings)
Los Angeles 3, St. Louis 1
Chicago 8, San Diego 5
San Francisco 3, Pittsburgh 2

THURSDAY'S PITCHERS
(All Times CDT)

Pittsburgh (Candelaria 2-4) at San Francisco (Knepper 3-1), 3:05 p.m.
New York (Zachry 3-1) at Montreal (Twitchell 2-2), 6:35 p.m.
Cincinnati (Seaver 1-3) at Philadelphia (Carlton 3-3), 6:35 p.m.
Chicago (Burris 2 2) at San Diego (Jones 2-2), 3 p.m.
St. Louis (Forsch 5-2) at Los Angeles (Hooton 2-3), 9:30 p.m.

FRIDAY'S GAMES

Cincinnati at Philadelphia, night
Houston at New York, night
Atlanta at Montreal, night
St. Louis at San Francisco, night
Pittsburgh at San Diego, night
Chicago at Los Angeles, night

- In order to help students visualize what one million looks like in reality, have them count the number of words on one page of the newspaper. (Assign one article to every 3 or 6 students.) Ask them to multiply their total by the number of pages in the entire newspaper. Determine how many words are published in seven days, a month, a year.

- For practice in reading numbers in dollars and cents, have students cut and paste sale prices from the newspaper. Construct simple problems in addition and subtraction from sales ads.

- Explain to students that a full-page advertisement in the newspaper costs $900. Ask them to figure the approximate cost of all advertisements on a certain page.

Footnotes

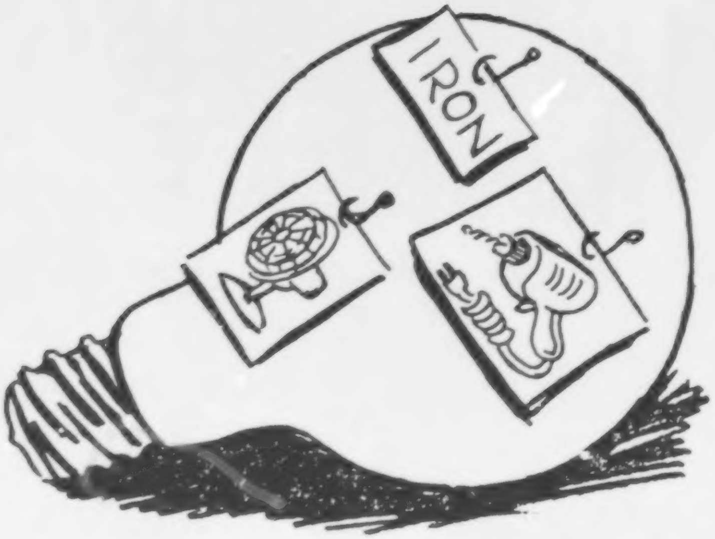
- Improvise a weather station in one area of the classroom. Use a bulletin board and a student-drawn map of the United States. Have students make weather symbols of their own choosing. Allow a different student each day to give the weather report for our community after studying the weather report in the newspaper. Teach students how to determine the effect of weather elsewhere on our own.

- Have students create a booklet on the three forms of addiction commonly found—alcohol, drugs, and nicotine. Locate and clip articles about these three in newspapers. Discuss with the class how one becomes addicted, and if addiction can be cured.

- Have one student mark an approaching scientific event on a calendar of events in the scientific community—both local and national. After the "newspaper monitor" has made the class awa[illegible]f the upcoming event (such as an eclipse), have students watch for newspaper reports about the event when it occurs.

- To illustrate the interdependence of all living things, have students collect newspaper articles about this subject. Examples: advertisements for meat or vegetables for man's food, articles about farmers fertilizing or irrigating their crops, photographs of cows eating grass, etc.

- Students interested in wildlife and conservation might keep scrapbooks of "Nature's Notebook" appearing in Saturday's Waco Tribune-Herald, and "Field and Stream" column which appears daily on the sports page. The notebooks could be kept as reference books on conservation in the classroom.



♦ Instruct students to circle every reference in the newspaper dependent upon electricity in some way. Discuss what type power electricity provides each one.

♦ Along with a study of famous inventors and scientists, have students clip any information they see in the newspaper relating to modern science personalities. Use the information for a bulletin board entitled "Who's Who in Modern Science". Discussion might follow from these questions:

1. Why was this person in today's news?
2. How does his work affect us?
3. Name other scientists who may have provided a basis for this particular scientist's work.

♦ Explain to class members that animals provide more for man than just food. Illustrate this by having them clip newspaper articles, photographs, and advertisements that refer to items made either wholly or partly of animal parts. Instruct them to use labels for each item and the animal part from which it comes. Examples: gelatin dessert—cow hooves; leather belt—cow skin; down pillows—poultry feathers, etc.

♦ Provide students an opportunity to collect news stories illustrating some former thinking proven later to be inaccurate. This should be done over a period of several months. Examples: earth is flat, surface of the moon solid, etc.

♦ Easy-to-care-for clothes, made of synthetics, have made their way into man's everyday life. Challenge students to locate and clip clothing advertisements revealing fiber contents of the garments. Have them calculate the ratio of items made of man-made fiber to items made of natural fibers. Determine how many of the garments were made of a combination of the two.

♦ Create an energy vocabulary list with students using words from the newspaper that pertain to energy in any way. Give consideration to the usage of these words also. Choose such words as calories, heat transfer, wave action, solar, dissipative processes (e.g. friction), nuclear, wind, hydro-electrical, geothermal, tidal action, mid-sea stream action, surface seafoam generator, methane conversion, electro water hydrolysis, lignite coal steam generator, natural gas steam generator, wood burning, and pedal power.

- Watch with students for newspaper announcements that special astronomical events will be upcoming. Predictions of meteor showers, sightings of distant planets or comets, aurora borealis displays, etc. will be carried in the press. Have students gather such material, view the display, and report on what they see.

- Use the newspaper to help educate students about the need to help preserve our environment for future generations. Have them find articles about environmental problems. After each chooses one, have him research it, and write a brief essay on what is being done presently, and what must be done in the future to solve the problem.

- For a bulletin board display, encourage students to clip articles on such topics as: comparison of different drugs and their effects, drug addiction and cure, use of tobacco, alcoholism, and specilization hospitals (mental, children's, etc.). These may be worked into a notebook assignment, discussion, or debate.

- Remove all the pictures from one section of the daily newspaper, and display the riddled paper to the class. Ask: "How would you like to read a newspaper with no pictures in it?" Explain that photography is dependent on reflection and the reaction of light-sensitive film. Use this as a lead-in to a study of light and its effects. The role of photo-journalism might be explored; perhaps the Waco Tribune-Herald's Newspaper in Education coordinator can arrange for a newspaper photographer to speak to a group of science classes from your school.

- Ask students to locate and clip pictures from the newspaper of items that are seasonal. Create a seasons bulletin board showing these pictures. Change pictures as the seasons change.

- Develop with students a tape entitled "Sounds of the Newspaper". Include car noises, animals, TV, thunder, people laughing, crying, etc.—all the emotions reported in news coverage. Use this tape to make another tape of headlines read with sound effects.

  Example: Thunderstorms Roar Through Waco (with tape of thunder in the background.)

- Choose a newspaper picture with an activity that interests children. Allow them to imagine all sorts of situations that might occur in the way of illness, injury, or accident. Create a vocabulary list of words used. Example: Use a picture of a family on a camping trip. The vocabulary list might include such words as wound, poison ivy, splint, snake bite, food poisoning, etc.

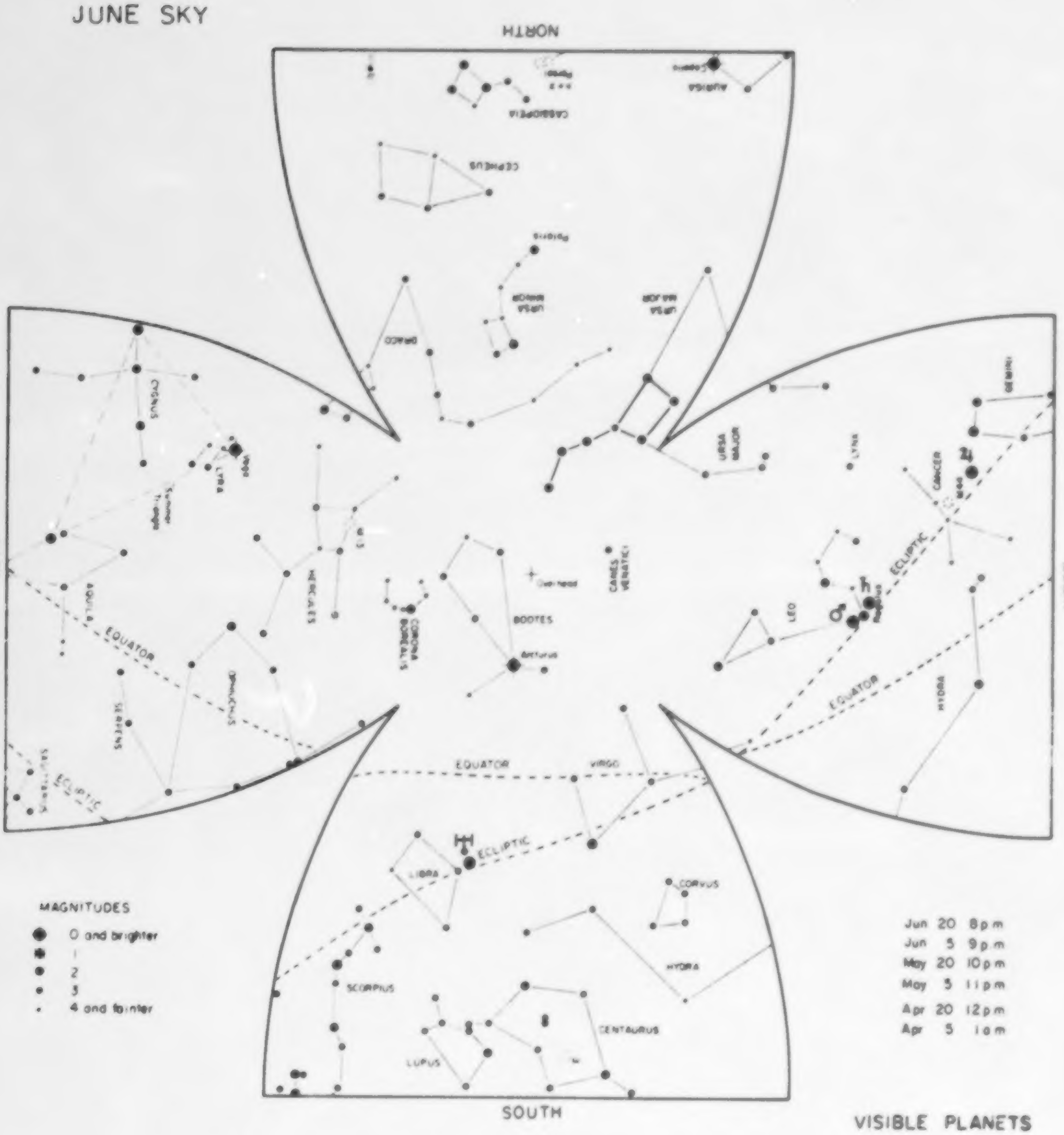
Government Takes No Smoking to School

WASHINGTON (UPI) – The U.S. Office of Education Sunday kicked off HEW Secretary Joseph Califano's plan to enlist American school children in his war against smoking.

In letters sent to 16,000 school superintendents, Education Commissioner Ernest Boyer urged students in grammar and high schools to write essays and make posters on the subject of smoking and health.

The material should be mailed to the education office, Boyer said, and top entries will be published in the October issue of American Education magazine.

Star Chart


JUNE SKY
NORTH
CASSIOPEIA
CEPHEUS
Polaris
URSA MINOR
DRACO
URSA MAJOR
AURIGA
Capella
CYGNUS
Vega
LYRA
Summer Triangle
EAST
AQUILA
EQUATOR
HERCULES
CORONA BOREALIS
BOOTES
Arcturus
Overhead
CANES VENATICI
OPHIUCHUS
SERPENS
SAGITTARIUS
ECLIPTIC
LYNX
GEMINI
CANCER
M44
LEO
Regulus
WEST
HYDRA
VIRGO
LIBRA
CORVUS
SCORPIUS
LUPUS
CENTAURUS
SOUTH
MAGNITUDES
0 and brighter
1
2
3
4 and fainter
Jun 20 8 p.m.
Jun 5 9 p.m.
May 20 10 p.m.
May 5 11 p.m.
Apr 20 12 p.m.
Apr 5 1 a.m.

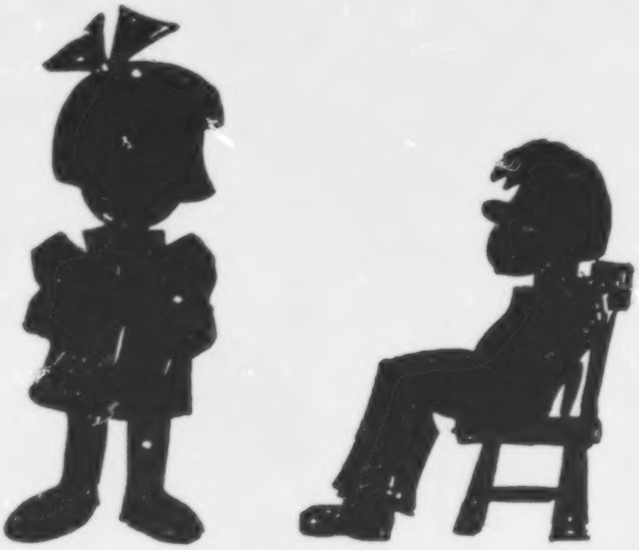
To use chart: Hold so that the direction you are facing is at the bottom of the chart.

VISIBLE PLANETS

♃ JUPITER
♂ MARS
♄ SATURN
♅ URANUS

◆ Challenge students to keep a scientific discovery section in their notebooks. Label these "Astronomy", "Biology", "Botany", "Chemistry", "Geology", "Meteorology", "Physics", and "Zoology". Tell them to use the newspaper, which has become the chronicle of scientific discovery, for collecting articles that update known scientific data, and mount them in their notebooks.

- Lead into a discussion of physical posture in regard to health and appearance. From the newspaper, secure pictures of good and poor posture to be presented in shadow pantomimes. Make use of pictures of models to set forth good posture. Have a "Good Posture" contest, and select a king and queen of the class.



- Institute a tasting party. Explain to students that they will have an opportunity to simply taste a large number of foods, but will not be eating very much of any one. As students identify foods by taste, have them locate an illustration of them in a grocery ad in the newspaper.

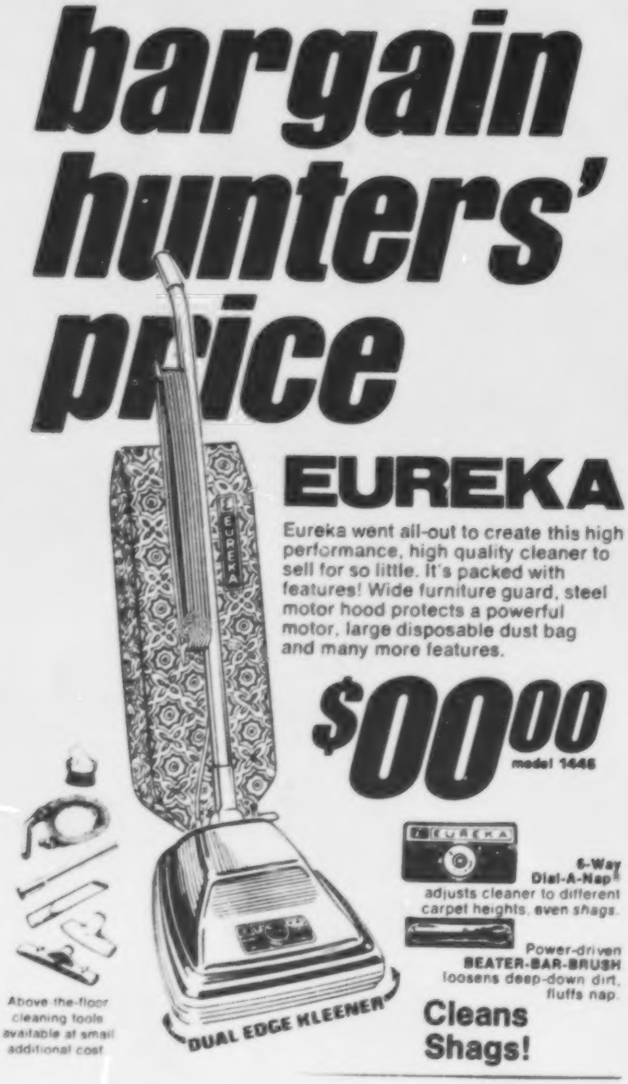
- Allow time for the writing of "Man from Mars" feature stories. Keep up with articles and pictures in the newspaper concerning space. Bring these to the attention of the class. Encourage them to keep a space notebook containing space news.

- Allow students to make individual booklets about foods from food ads arranged around such topics as:

1. Foods I like when I am sick.
2. Going on a flight in space.
3. Going to the beach or lake.
4. On a hot day.
5. Camping on a cold day.
6. Company dinner.

Encourage them to choose well balanced meals grouped around beef, pork, chicken, fish, and cheese. Allow them to give reasons for their choices. Display these to be enjoyed by all.

- Scan the newspaper for pictures of street and highway signs. Teach students to identify each sign and the safety rules surrounding it.



bargain hunters' price

EUREKA

Eureka went all-out to create this high performance, high quality cleaner to sell for so little. It's packed with features! Wide furniture guard, steel motor hood protects a powerful motor, large disposable dust bag and many more features.

$00.00
model 1446

6-Way
Dial-A-Nap®
adjusts cleaner to different carpet heights, even shags.

Power-driven
BEATER-BAR-BRUSH
loosens deep-down dirt, fluffs nap.

Cleans Shags!

Above-the-floor cleaning tools available at small additional cost

◆ Encourage students to read Jules Verne's novels (and other science fiction novels) as a basis for a discussion on the difference between scientific theory and science fiction. Allow students to choose a scientific event in the news and write a brief science fiction story based on the event to share with class members.

◆ Turn class members into pollution investigators. Ask them to look for pollution problems in our community which need some attention. Have them comb the daily newspaper for articles, photographs, and editorials about health hazards in our area. Use their gleanings to compile a scrapbook entitled "Pollution Poisons".

◆ Use pictures of anything powered by electricity as a springboard for a creative writing assignment on "What My Life Would Be Like Without Electricity". Talk with the class before the writing begins about how we have become more aware of the importance of this source of power with the onslaught of the energy crisis. Stress the fact that electricity is often taken for granted. Then ask the class to write a brief essay elaborating on some phase of their lives which would be drastically changed if we had no electricity.

◆ Many items used today were not in existence 50 years ago. Televisions, Polaroid cameras, electric razors, transistor radios, all have come into being in recent years. Have students check the newspaper for pictures of items not found 50 years ago. Discuss how people managed before these were invented. Arrange the pictures on a timeline separated into decades from 1920 forward. Make use of the World Almanac to add other inventions and their years of introduction. Learn the names of some of the inventors.

- Phase into a discussion of the mass media (radio, television, newspapers and magazines, movies, bulletin boards, billboards, and handbills) playing such a vital role in American life today. Discuss also early man's attempts at communication, such as cave paintings, sign language, and simple utterances. Lead the class into researching the first forms of communication as compared to modern forms. Be sure they include the advantages and disadvantages of each type of mass media.

- Have students pretend to be meteorologists predicting the local weather each day. Predictions should be based on temperature, cloud formations, humidity, and wind direction and speed. Check student forecasts against the newspaper coverage.

- With an estimated 5½ million alcoholics in the United States today, a study of alcoholism is in order. Ask students to find newspaper articles about alcohol and alcohol abuse, and to determine what part they play in crime, automobile accidents, and other social problems.

- Make a study of our natural resources as reported in the newspaper. Watch for stories about coal, oil, and other fuels such as gasoline and kerosene. Have students keep track of where these fuels come from, how they are transported, and what they cost the consumer.

- Ask students to begin watching the comics for characters who defy scientific laws. These may be clipped and shared with other students. Examples: floating through the air, animals talking, etc.

- As part of a lesson on health, have students cut pictures from the newspaper for use in collages on "Good Grooming". Ask what makes a well-groomed person. List the characteristics of a well-groomed person. Discuss how correct posture affects appearance and health.

- Begin a discussion of the "energy crisis" with a definition. Use newspaper articles to show the many different forms of energy used in today's living. Determine how the crisis effects our daily lives.

◆ Compile with students a list of characteristics of animals which help them survive. Included should be thickness of fur, speed, protective coloration, exaggerated senses, and protective body parts. Using the newspaper, have students point out the lessons man has learned from animals, such as the use of clothing, camouflage, armor, etc.

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◆ Discuss with students the changing length of daylight hours as we approach the winter solstice. In rotating order, have students calculate the number of hours between sunrise and sunset. Have this done on the same day each week. Ask them to chart the result on a line graph. Determine what happens as the winter solstice approaches. Project what will happen after December 21. Make sure students pay special attention to the date of the vernal equinox, and discuss the significance of that date.

◆ Mount comic strip frames showing characters resting. Lead into a discussion of the necessity of proper rest for the body. Create a bulletin board entitled "We Rest Like ——" (name of character). Example: Snoopy asleep on top of his doghouse.

◆ Direct students' attention to "unscientific predictions" found in the newspaper from time to time. Use these for oral class analysis. Examples: predictions that the world will come to an end at a specified time, Jean Dixon's predictions concerning the future, etc.

◆ Lead students in taking note of injurious and fatal accidents carried in the newspaper. Allow discussion of the causes and possible prevention of such accidents. Be alert to the increases during holiday periods. Notice especially accidents involving young people and bicycles, motorcycles and skateboards. Work up some safety precautions that would be helpful in preventing such accidents.

◆ Teach students to count calories by having them use recipes from the newspaper to work up healthful menus that include foods from each of the basic food types. Introduce them to a calorie chart to see if their prepared menus would fit into a 1200-calorie per day diet.

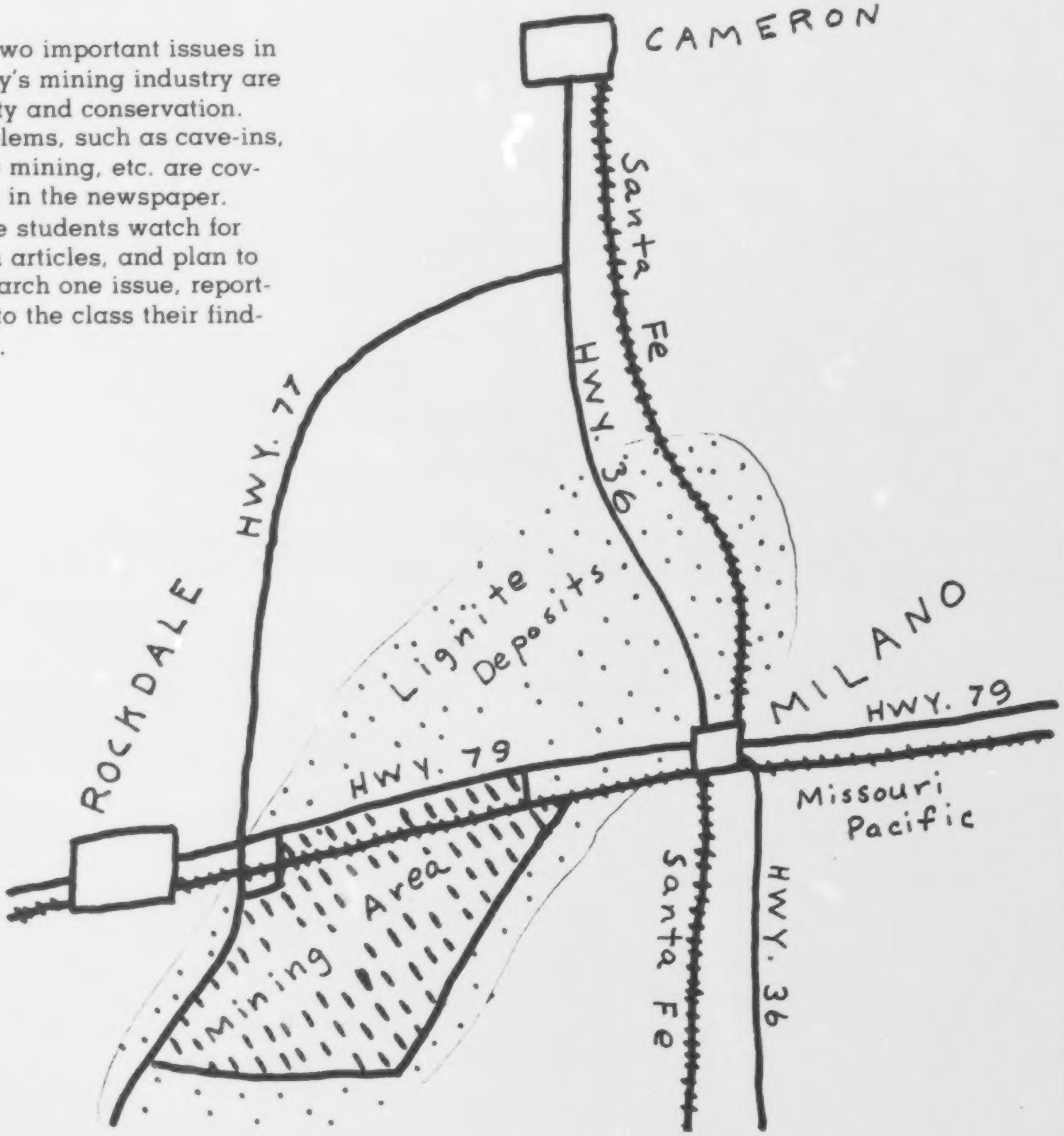
◆ Advise students that when man learned to transmit messages across long distances by use of the Morse Code, he accomplished a tremendous feat. Allow them to try their hand at early telegraphy by translating headlines or brief newspaper articles into the Morse Code.

◆ Create a class story complete with illustrations of "Cavity Carolyn". Have students search the ads for foods that will make Cavity Carolyn's dental problem worse. Use ads interspersed with words in organizing the story.

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

PRISCILLA'S POP

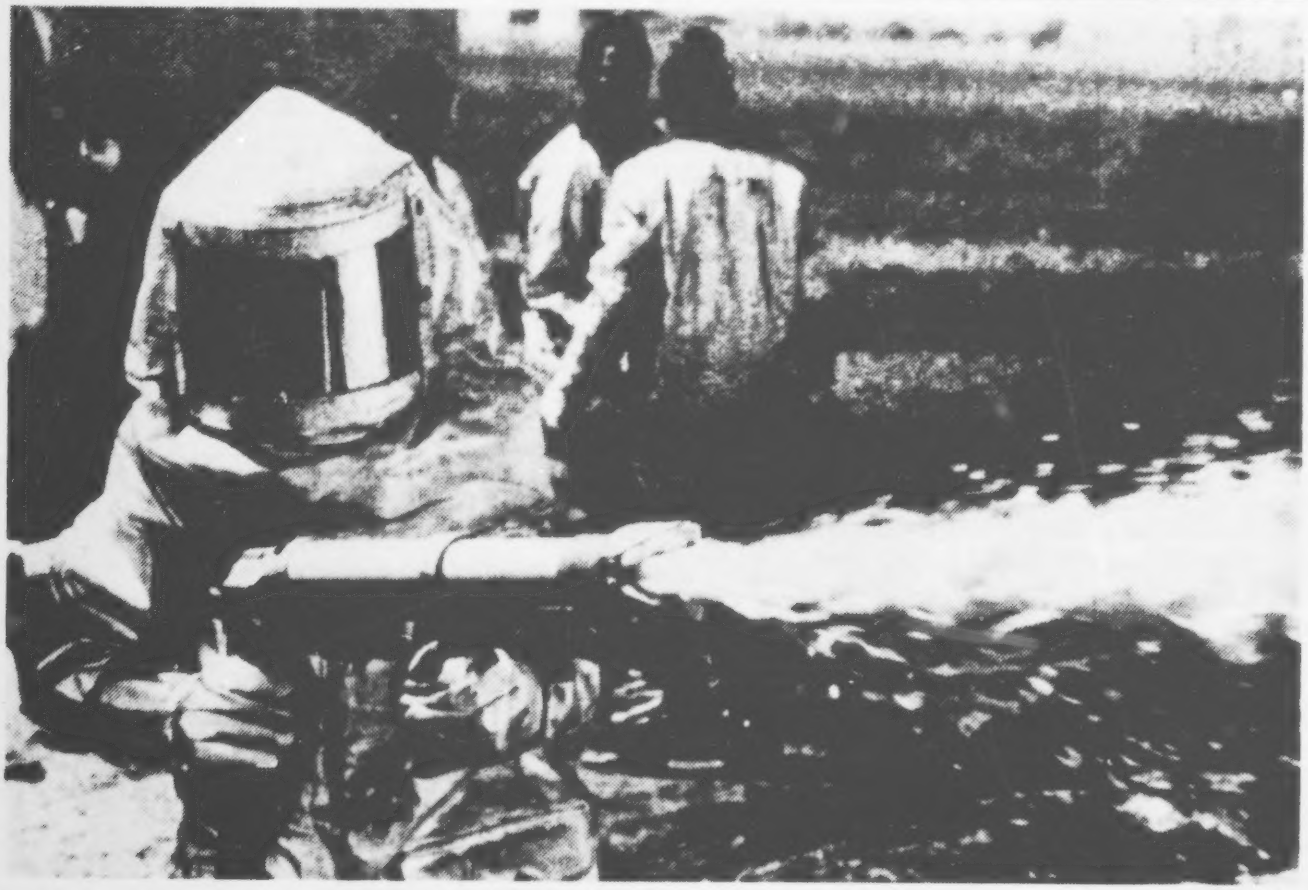
- Two important issues in today's mining industry are safety and conservation. Problems, such as cave-ins, strip mining, etc. are covered in the newspaper. Have students watch for such articles, and plan to research one issue, reporting to the class their findings.


CAMERON
Santa Fe
HWY. 36
HWY. 77
Lignite Deposits
ROCKDALE
MILANO
HWY. 79
HWY. 79
Missouri Pacific
Mining Area
Santa Fe
HWY. 36

- Permit students to form poses like statues after viewing a display ad of a machine. Instruct them to say, "If I were a (name of machine), I would feel (adjective)."

- Challenge students to rewrite an ad for a restaurant if electricity were not available. Allow students to read these to the class. Combine their ideas for an analysis at the end of the readings.

- Permit students to circle every item in the classified section which advertises materials for home construction.



◆ Draw from students the constructive and destructive aspects of fire. Some constructive ones might be: cooking, giving warmth, backfiring an out-of-control blaze, clearing a field, etc. Destructive ones can be found on the pages of the newspaper. Ask students to watch for pictures and stories of destructive fires, and prepare a list of rules concerning fire safety. Apply the appropriate rules to the news stories found.

◆ Lead into a discussion of the basic machines—lever, wheel and axle, pulley, screw, wedge, and inclined plane. Challenge students to scan the newspaper searching for pictures or articles illustrating at least one of the six machines. Examples: wheel and axle—automobile, lever—shovel, pulley—garage door opener, etc.

◆ Ask students to watch for articles in the newspaper about the Federal Drug Administration whose task it is to safeguard Americans from substandard food, drugs, and medical devices. Designate someone to give an oral report on the FDA with examples of how it helps each of us.

◆ Instruct the pupils to notice the times of sunrise and sunset in the weather report of the Waco Tribune-Herald each day for a week, and chart the times. Explain the earth's orbit and changing seasons, and that slight variations in time are to be expected. Project the times of sunrise and sunset for several days to come.

◆ Assign the collecting of articles in the newspaper to be used for discussion or debate on such subjects as: epidemics, diseases, organ transplantation, antibiotics, geology, archaeology, etc.

- Enter into a year-long project with students designed to increase science vocabulary. Lead students in creating a science dictionary covered with newspaper pictures or cutouts about subjects of study. Ask students to watch for all the words dealing with science they run across in their daily newspaper reading. Use the "real" dictionary for precise definitions. Make use of newspaper pictures to illustrate the science dictionary. At the end of a designated period, occasionally, allow reports to be given from information gained in compiling the dictionary.

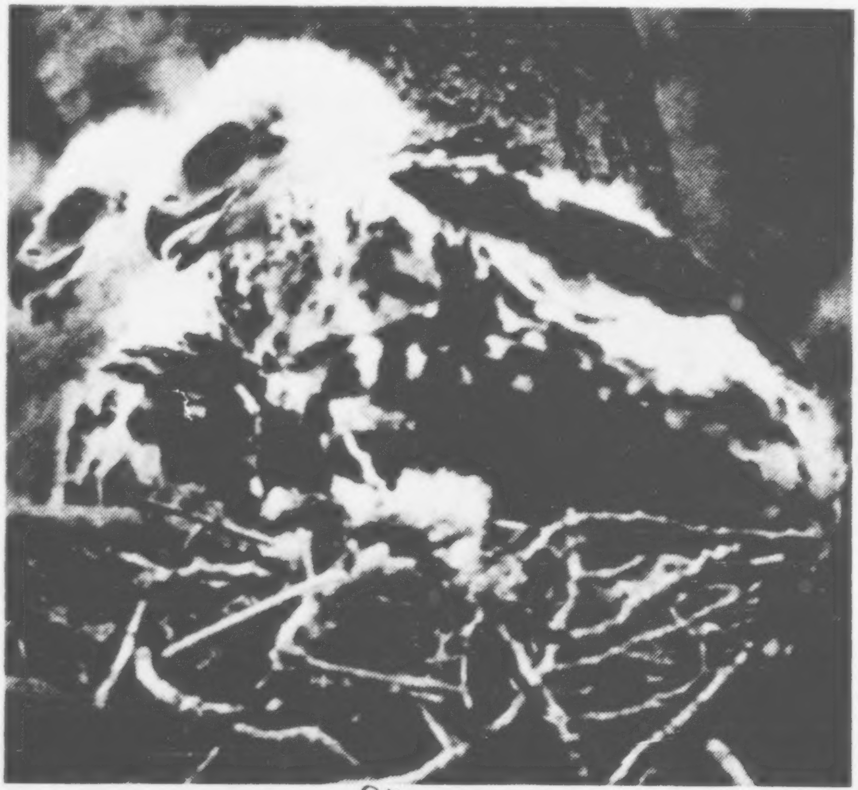
- Instruct students to be alert to articles in the newspaper about endangered species, and be prepared to report on the factors that upset their natural population balance. Help them become involved in saving endangered species by writing editorials or letters to the editor about ways these can be protected.

- Using display ads from the newspaper, create with students a bulletin board featuring articles used in good grooming. Teach pupils the value of cleanliness, neatness, etc. Stress the fact that good grooming is a relatively inexpensive thing.

- Make use of a familiar comic strip character to form sensible safety rules with students. Allow the character to set forth the rules. Example: Use a picture of Bugs Bunny crossing a street. He says, "I always look both ways before I cross the street."

- Plan with students to watch for reports in the daily newspaper for word that Venus, Mars, Jupiter, and Saturn are to be visible in the evening sky. Have them view the planets and then discuss the appearance of the sky when the planet in question is visible on the horizon.

- Examine a news story or picture of people who survived in the desert, jungle, or at sea. Create with students a "Survival Kit" to use if lost. Ask them to select 10 things from the newspaper ads to include in this kit.



◆ Display recipes to the class which were found in the newspaper. Discuss recipes in general with the students, leading into a project entitled "Our Favorite Recipes" in booklet form. Have students bring favorite recipes from home to be illustrated. Display ads of grocery items necessary to make the dish might be included after each recipe. Determine the price of each dish. Have the class decide if recipes are nutritional. Pick a favorite of the week.

◆ With the use of a newspaper photograph per student of a football, basketball, baseball, or hockey player in action, have students label the muscles and joints the player must bring into action to complete the movement begun in the picture.

◆ Point out the two columns in the newspaper dealing with population—births and deaths. Determine the population balance in our community by keeping records of the number of births and deaths, according to the newspaper for a given period of time. Have students calculate the ratio of these to see if our population growth is balanced.

FRESH FRUITS & VEGETABLES

GREEN
CABBAGE . LB. **9¢**
SUNKIST JUMBO
Tangerines ....4 Lbs. **99¢**
FANCY RED DELICIOUS
Apples .... 3 LB. BAG **99¢**
RED
Radishes .... 6 OZ. BAG **9¢**
GARDEN
Fresh Okra ....Lb. **49¢**

◆ Allow student to select a machine which he would like to "be" from display ads. He then sells himself to the class by telling what things he can do. At the end of his sales pitch, students wanting to buy the machine will clip it from the newspaper and attach it to a collage. In a more advanced class, students can choose a machine, then explain to the class how the machine works.

◆ Ask students to select one frame of a comic strip. Have them indicate night time by coloring the sky dark. If the activity in the frame is carried out in the daytime, color the sky blue. Students decide if the frames could be both. Categorize the frames by dividing them into "Day Only", "Night Only", and "Day and Night" stacks.

◆ Direct students' attention to a study of manmade products taking the place of many natural products in our country. Instruct them to watch for and clip articles about such compounds as acrylics and polyesters, etc., and be prepared to tell what natural products they are replacing.

◆ In order to help students better understand that science depends on accuracy, tell students to circle in red items in one section of the newspaper that are approximations, rather than exact amounts. Then have them circle in blue those items that are exact amounts. (Circles and boxes might be used.)

◆ Train students' eyes to pick up on how pill-oriented we have become in our country. Teach them to search the newspapers for articles and ads on analgesics or cold remedies. Discuss what makes the ads appealing. Have them be on the lookout for articles about drug problems in the community. Imaginary letters to the editor might finish off this assignment, giving feedback as to how much has been learned.

- Engage class in a discussion of the ways man's environment controls him. Search for and share articles that show how such things as the seasons, natural disasters, and location affect man's activities. Have them consider seasonal sports and clothing.

◆ To make real our dependence on electricity in today's world, have students go through the newspaper and cross out all parts not usable if electricity were not available. Examples: TV schedule, movie ads, etc.

◆ A famous person's illness is often spotlighted in the newspaper affording an opportunity for a discussion of that illness with students. An example would be the operation which replaced an artery in actor John Wayne's heart with that of a pig. Use this as a chance to tie in new ideas in medicine, also.

◆ Begin collecting information in the newspaper with students on how to care for burns, bites, broken bones, or persons rescued from drowning. Let students make first aid booklets from information gleaned.

◆ Organize a bulletin board around the general theme "Use with Extreme Caution". Attach pictures cut from the newspaper of power mowers, bows and arrows, ropes, guns, matches, knives, and scissors.

◆ Point out the AstroGraph or Horoscope column in the newspaper. Ask students to read their horoscopes for a week, keeping track of the accuracy on a daily basis. Discussion might follow by answering the following questions:

1. Where did astrology begin? (Mesopotamia, 3000BC)
2. Define a "zodiac". (A band of the celestial sphere, representing the path of the principal planets, the moon, and the sun, divided into 12 equal parts called signs, each bearing the name of the constellation for which it was named.)
3. How do astrology and astronomy differ? (Astrology is a study of the positions and aspects of the heavenly bodies with a view to predicting their influence on human affairs. Astronomy is the scientific study of the universe beyond the earth.)
4. Is astrology regarded as a science today? (No).

◆ Locate the weather report in the daily newspaper, and examine the figures found there. Discuss with the class the fact that these are given in Fahrenheit. Ask them to convert temperature into centigrade.

◆ Ask students to prepare a science quiz using facts from the newspaper for one week. News stories should be clipped to use for verification later. When tests have been completed, instruct students to exchange tests and complete them. They might be graded later by the original test maker.

◆ Locate and clip pictures in the daily newspaper of items of furniture and appliances. Allow students to draw up safety rules for each. Examples: chair: Sit, don't stand on a chair; iron: Keep cord in good condition; fan: Stay clear of fan when it's in motion, etc.

◆ Ask one student per week to clip the weather report for our area. If possible, have students give a classroom demonstration of the factors affecting the weather. Example: rain might be demonstrated by placing a bowl of ice over a pot of boiling water.

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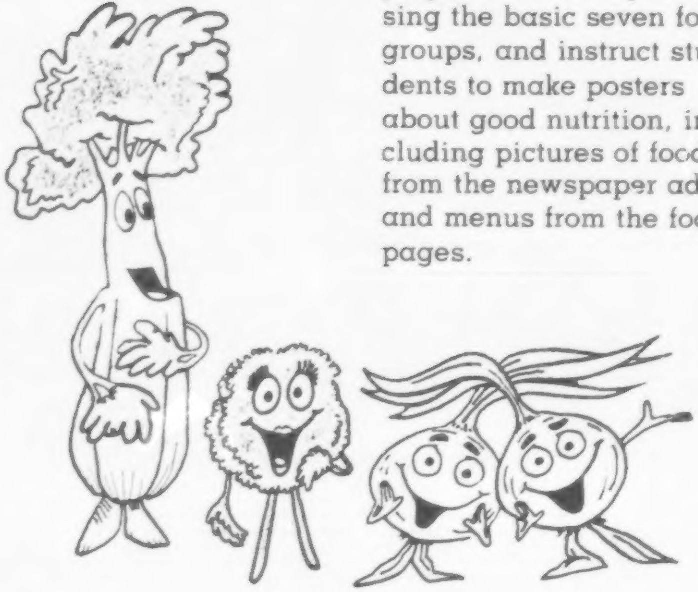


- Refer students to the weather report in the newspaper. Instruct them to make a list of as many different weather words as they can find. Include those they do not understand. Add these to a spelling list. Examples: flurries, accumulation, variable, wind velocity, barometric pressure, temperature, forecast, anamometer, precipitation probability, sunny, etc.

- Prepare a bulletin board entitled "Scientists in the News" to which may be added articles clipped by students concerning any scientist making news or authoring. This can be a continuing activity.

- Phase into a unit on proper nutrition by discussing the basic seven food groups, and instruct students to make posters about good nutrition, including pictures of food from the newspaper ads and menus from the food pages.

- Place before students a selection of science current events categories such as: weather, medicine, scientists in the news, pollution and ecology, careers in science, etc. Allow students to choose one of these to watch for in their newspaper reading. Have them bring clippings of articles, photographs, comics and ads on their subjects to share with the class in the form of a booklet, bulletin board display, or poster.

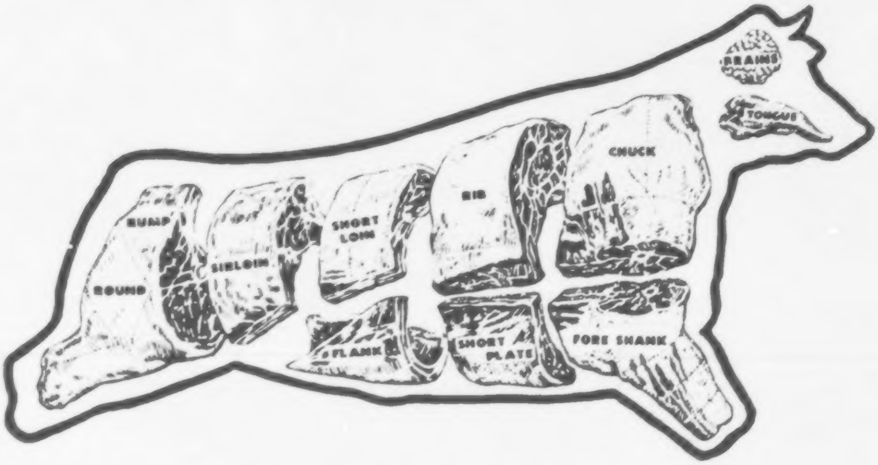
- Check out agricultural articles in the newspaper for discussion of gardening ideas, pest control, hybrid plants, price ranges in food, agriculture and livestock.

- Encourage students to search for and clip pictures in the newspaper illustrating how machinery helps man do his work. They will probably find such items as construction machinery, power tools, home appliances, transportation vehicles, etc. Display these and move into a discussion of how man did his work before each item was invented.

- Begin a unit on transportation by asking students to look through the newspaper for articles and pictures showing modes of transportation. Assist them in compiling a list of the major forms of transportation today (bicycle, motorcycle, trailer, motor home, automobile, railroad car, airplane, ship, riding animals). Let follow a discussion of the pros and cons of each. Help them determine which is the most used form in this community as compared to a chosen community in another country.

- Use the comic strips to help students become aware of the five senses. Ask students to color every device which serves as an aid to one of the senses. Example: eye glasses, walking cane, hearing aid, etc.

◆ By use of a bulletin board-size outline of a cow, have students locate and clip advertisements for beef products from the newspaper's supermarket layout. Allow them to mount the ads in the proper places on the cow's outline. Perhaps the same activity could be done using an outline of a pig.



◆ Lead into a discussion of how dependent we are upon our five senses to inform us about our surroundings. Have students clip and mount newspaper articles that appeal to hearing, seeing, smelling, tasting, and feeling. Examples: concert: hearing; fabric softener: feeling, etc.

◆ Involve students in the real world of budgetary deficiencies. Explain that medical research sometimes suffers when the budget fails. Ask them to stay on the watch for articles about medical research that was halted because of lack of funds. Encourage them to write their congressmen with carbon copies to the editor of the newspaper pointing out the need for research funds.

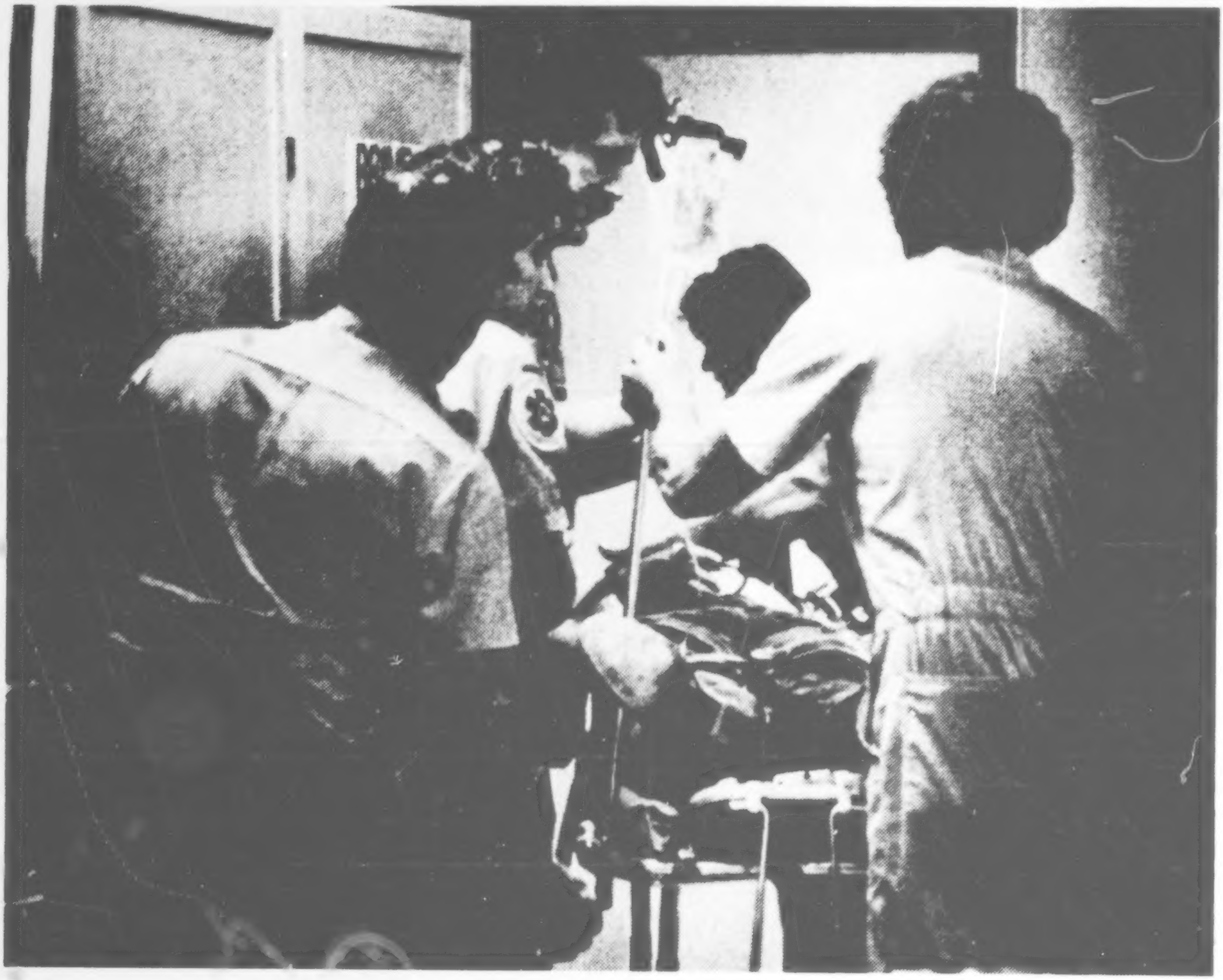
◆ Engage class in any experiments mentioned in the newspaper that could be tested in the classroom. Example: increasing egg production by the use of music, increasing plant growth by speaking harshly or quietly to them.

◆ Clip out sound words from headlines such as bell, rain, talk, clap. Place these on cards with illustrations. Have children guess these sounds made by the teacher out of their view. Display the picture card when they guess accurately.

◆ Teach students to write "Weird-O-Weather" reports as they learn to follow the weather in the newspaper. Example: Snow today with temperature reaching into the 80s; mostly cloudy with much sunshine.

◆ Make use of the grocery store ads in the newspaper to differentiate for students those foods from animals and those from plants. Allow them to stamp the animal sources with a small plastic cow and tempera, and the plant sources with a potato.

◆ Create an atomic energy bulletin board display in the shape of a mushroom. Ask students to locate and clip articles from the newspaper about the Atomic Energy Commission and peaceful and wartime uses of atomic energy. Plan to place the AEC articles at the nucleus and the other articles around in the places of protons, neutrons, and electrons.



- Alert students to the advantages of medical reporting in the daily newspaper. Make a collection of such articles to go into a booklet entitled "Today's Medicine". Divide articles into such categories as internal medicine, obstetrics and gynocology, pediatrics, psychology, surgery, orthopedics, preventive medicine, etc.

- Construct a large cardboard light bulb for the bulletin board. Have students search the newspaper for every item they can find dependent upon electricity. Ask them to clip these and attach them to the light bulb.

- Ask students to examine the fact that man is the only living thing that can change or control his environment so completely. Ask them to scan the newspaper for articles to share with classmates showing how man has changed or controlled his environment. Point up the fact that this has contributed to man's supremacy over other animals.

- Direct students attention to the need of some people for dieting. Check the newspaper for articles on the subject including balanced diet, food values, meal planning, etc.

- Make a study of firearms with students built around pictures and stories of gun control, new safety features, firearm accidents, antigue gun collections, how to carry a gun, and hunting seasons. Form a room display using these articles and pictures plus drawings and reports by students.

- Make a poster entitled "Keep Away from Children". On it mount pictures cut from the newspaper. These would be scissors, knives, guns, matches. Use the bulletin board as a springboard for a discussion of safe use of the items shown.

- Prepare with students a world map divided into climate zones. Have students list the nations mentioned in the newspaper during one week. Every time a nation is mentioned, place a symbol on the map. Determine what news generally occured in each zone, and which zone seemed to dominate the week's news.

- Notice SOCIAL STUDIES section for ideas on temperature conversion.

- See Pollution idea in SOCIAL STUDIES section.

- Check ideas on Weather in the SOCIAL STUDIES section.

Can fat be good? For bones, maybe

Chicago Tribune Service

At last, a doctor has found something nice to say about being fat: It's good for your bones.

Overweight people seem to have thicker, more sturdy bones than tall thin people or even people of average build, Dr. James S. Arnold of the Veterans Administration Hospital in Hines, Ill., has found.

"It would appear that the increased strain that a heavy person's skeleton is subjected to is compensated for by the bone being of larger diameter and containing a proportionate increase in bone tissue," Dr. Arnold said.

His study compared the bones of 1,000 patients who were dying from a variety of causes. The focus of the research was osteoporosis, the normal loss of bone material because of aging.

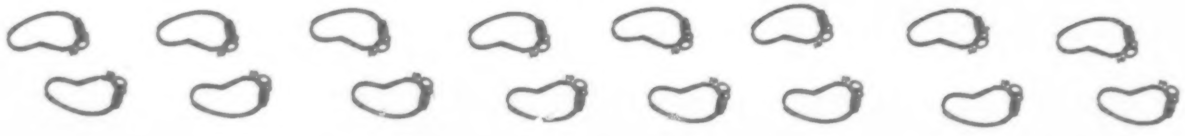
Throughout an adult's life, Dr. Arnold said, two processes are at work on his bones. One is the addition of new bone to outer surfaces and the other is loss of bone from inside.

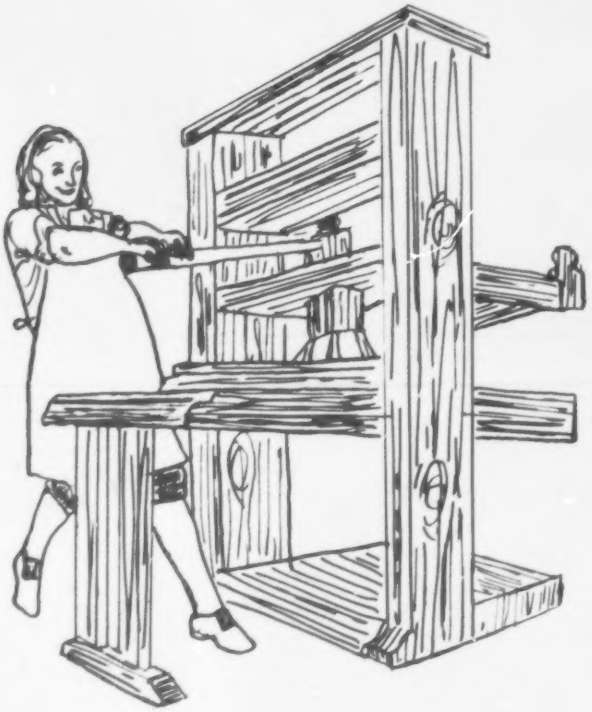
In some persons, by the age of 60, bone thickness may be reduced by one-third or more, and when decrease in bone is extreme, fractures can occur spontaneously.

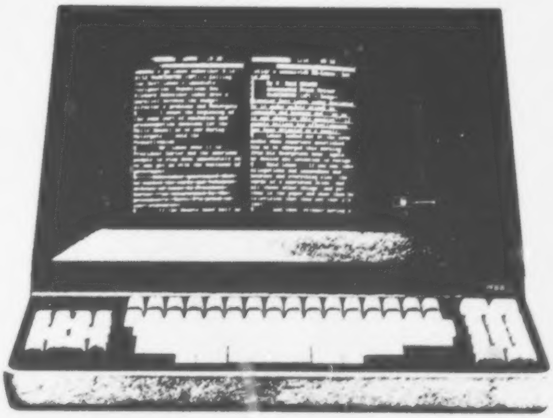
Dr. Arnold's study found that stocky and overweight persons have larger diameter vertebrae relative to their height than do tall and thin persons.

The concentration of spongy material inside bones didn't appear to be related to body size, but the rate of bone loss did appear to be slower in fat people than in smaller individuals.

Footnotes







Progressing Technology

Newspapers had used basically the same methods of setting type and printing pages for almost 100 years. Then, suddenly, the computer came to the newspaper industry, and we have been in a technological revolution in the printing business ever since.

The Waco Tribune-Herald has been one of the pacesetters in the "new technology" in the Southwest under the direction of production manager John Melton.

Old fashioned linotype machines were phased out of use in our plant. Linotype machines were operated from a keyboard similar to a typewriter. The operator punched a key for each letter in the story. For each letter, he got a little piece of metal with a hole the exact shape of the letter—really a mold.

When hot, liquid metal was pressed into the molds, and after it cooled and solidified, he had a line of metal with raised letters sticking up, just like a rubber stamp. Each line of type made one piece of metal. The use of hot metal in this process caused the method to be called "hot type". Today's method which uses no hot metal, but computers and photography instead, is called "cold type" in contrast.

In our building today, computers use their "photographic eyes" to scan the reporters' typewritten copy and translate it into computer language. Then it is stored away in the computer's memory bank that can hold millions of characters of information.

When the editor wants to look at a story, he sits down at his VDT (video display terminal) and calls for the story by typing in the right code on the keyboard. Almost instantaneously, the story appears on a small TV screen of the VDT. He can correct the story on the screen, add a headline, put a box-like border around it, determine how wide or narrow the type will be set, etc.—all on his computer. The computer also tells him how long the story will be when set in the size type he has selected.

The news editor then punches a certain key and the computerized story is sent to the composing room where the words are turned into type—again by computer, electronically. There is no actual story on paper, just a collection of impulses in the computer's memory.

When the typesetter computer learns from the VDT computer what words are going into the story, it "writes out" those letters by shining light against photosensitive paper, just as a camera makes pictures on film. Type set by machine uses light from a cathode ray tube like a TV screen. Some areas are exposed to light; others are unexposed to make the letter shapes.

This happens so fast that the Tribune-Herald's typesetter can print up to 1,000 lines a minute. Some larger newspapers have purchased typesetters which can print up to 3,000 lines a minute.

After the paper is chemically developed inside another machine, the type looks exactly like it will in the newspaper. Here the composing room's makeup crew takes over. They place the type (and related pictures) in exactly the places the news editor wants them, making use of a "dummy" of each page which the news editor has drawn.

The pictures the makeup man pastes down are not the same photos which were printed by the Tribune-Herald photographers. Look at a black and white photograph. There are many different shades of gray in it, aren't there? We can't print gray—we can print only black or white.

So we "fool the eye" by breaking the picture down into tiny black dots of different sizes. This is done with a large and expensive camera and is called "screening" the picture. The "screened" picture is called a "velox" and that is what is pasted down alongside the type for the news stories on each page.

After an entire page is pasted up, the large camera is called on again to take a picture of the entire page. The negative from this picture is used to project the page image onto a sheet of synthetic material coated with photosensitive chemicals.

Here the areas hit by light (the letters and lines) get hard. Next the plate goes through a washing machine that scrubs away the areas that stayed soft because they were not exposed to light. When these parts are washed away, only the exposed parts (again, the letters and lines) are left and we have something like a rubber stamp that we can print from.

These completed plates are sent to the pressroom where three-story-tall "Big Red", as we call our press, stands ready to go to work. It will put all the work which reporters, photographers, editors, composing room crew, and advertising people have done into print for our readers.

The pressmen put each plate on the press, curving it around the cylinders so that the ink and paper can roll over them. "Newsprint" is the grade of paper used for printing newspapers. A roll of newsprint is more than five miles long—enough to print 17,000 pages of the newspaper. The Waco Tribune-Herald uses about 500 rolls of newsprint a month totaling 4,000 tons a year.

When all the plates are locked on the press and the ink flow is checked, the press is speeded up until it reaches its average speed of 57,000 copies an hour. That means 16 finished copies of the Tribune-Herald come out of the folder every second, one at a time.

And what if a roll of newsprint is used up in the middle of a pressrun? A machine called the "flying paster" helps us out here. It grabs onto the end of the old roll and pastes it to the beginning of a new roll—all without slowing down the presses a bit!

Each process in the newspaper's publication has "deadlines", the last possible time when something has to be done. If a deadline is not met, the paper will be late off the press and dozens of circulation truck drivers, hundreds of carriers and thousands of subscribers will be unhappy.

From the deadline when reporters and editors have to turn their stories and headlines in to the composing room, through the typesetting process, until the presses begin to roll, is a period of no more than 60 minutes.

And about five minutes later, the first newspapers are bundled and ready on the loading dock to be distributed to Waco Tribune-Herald readers throughout 13 Central Texas counties.

NEWSPAPER TERMS

ABC — Audit Bureau of Circulation. This organization provides impartial, accurate audits of circulation of subscribing newspapers and periodicals. The Waco Tribune-Herald is audited by this organization regularly.

ADVERTISING — Messages printed in newspaper space paid for by the advertiser.

AGATE — Very small type, used in classified ads.

AP — Associated Press wire service.

ART — Newspaper terminology for any illustration.

ASSIGNMENT — A single or continuing story a reporter covers.

BANNER — A major headline which runs across the entire width of a newspaper page.

BEAT — A regular round of news sources which a reporter checks for stories.

BOX — A story surrounded by special borders.

BUDGET — Schedule of news stories for a given time period.

BYLINE — The name of the writer, usually printed just under a story's headline and above a news or feature story.

CAPS — Capital letters.

CAPTION — Information accompanying an illustration. Also called "cutline".

CIRCULATION — The number of newspapers sold.

CITY EDITOR — The editor who directs the metropolitan area reporting staff.

CLASSIFIED ADS — Advertising space usually purchased in small amounts by the general public, rather than major advertisers. Sometimes called "person-to-person" advertising. These ads are classified into various categories such as jobs, housing, cars, etc.

COLUMN INCH — A unit of measure one inch deep and one column wide.

COLD TYPE — Type produced using photosensitive paper in computers as opposed to metal type produced through a casting process which was called "hot type".

COLOR STORY — A feature or colorful story, sometimes a sidebar to a main news story.

COPY — Written material to be published; or a single newspaper.

COPY EDITOR —A newspaper worker who corrects and edits copy written by reporters. He may also write a headline for the copy and position it on a page.

COVER — To get all the facts for a news report and write it.

CREDIT LINE — A line acknowledging the source of a picture or story.

CUT — An illustration; or, to shorten newspaper copy.

DATELINE — Opening words of a story giving place and sometimes the date of the story.

DEADLINE — Very last minute at which material can be received for publication on a specific date.

DISPLAY ADVERTISING — Large, frequently illustrated ads, usually purchased by businesses.

DUMMY — Diagram of a newspaper page which shows placement of advertising, headlines, stories and pictures.

EAR — Space at top of front page on each side of the paper's name. Used for weather news, the day of the week, or to call attention to some special feature in that edition.

EDITION — The issue for one press run, such as Central Texas edition, final edition or home edition.

EDITORIAL — The department which handles the news stories; or, an expression of opinion by the newspaper's editor or editorial board.

EDITORIAL CARTOON — Cartoon art that expresses opinions or comments on the news.

FEATURE — A story in which the interest is in some factor other than news.

FILLER — Short news or informational item used to fill small space in news columns.

FIVE Ws — Who, what, when, where, why: the major questions answered in the lead of a well-written news story.

FOLD — Place where half-fold is made in paper. Main stories usually are displayed "above the fold".

FOLIO — Line at top of inside newspaper page giving page number, date, and name of publication.

FOURTH ESTATE — Traditional phrase for the press originating in the 18th century when British statesman Edmund Burke pointed to the reporters' gallery in a speech in Parliament, saying, "There are three estates in Parliament, but yonder sits the fourth estate, more important than any of them." He was referring to the three classes of people recognized under British law—clergy, nobles and the commoners. Thus the newspapers became the fourth estate.

GENERAL ASSIGNMENT — A reporter who covers a variety of stories rather than a single "beat".

HALFTONE — Photographic images which have a graduation of tones. Term given to black and white photographs in newspapers.

HEADLINE — Explanatory title over an article which summarizes the main point for the reader or intrigues him to read a story.

JUMP — Continuation of an article from one page to another.

KICKER — Secondary headline, above or below main one.

KILL — To discard all or part of a story before it is printed.

LAYOUT — Physical arrangement of stories, pictures, ads and other material appearing on a page; a plan which shows the printer exactly how an ad or a news page is to look.

LEAD — Beginning of a story which presents a summary of the 5 Ws, or the important information in the story. Pronounced "leed".

LIBEL — Publication of material unjustly injurious to someone's reputation.

MAKEUP — Arrangement of stories, headlines and pictures into columns and pages in preparation for printing.

MANAGING EDITOR — Editor who directs the daily gathering, writing and editing of news and of the placement of news in the paper; working for him are the city editor, the sports editor, the news editor, and the Emphasis (women's) editor.

MASTHEAD — Detail printed in every issue of a newspaper which includes the name, ownership, management, subscription rates, etc. of a paper. Also, the name of the paper as it appears on the front page; this name sometimes is called the "nameplate" or the "flag".

MORGUE — Newspaper library containing clipping files and old newspapers.

NEWS HOLE — Editors' term for the space allocated to news or unpaid content as contrasted to advertising.

NEWSPRINT — Grade of paper made of wood pulp, used primarily for printing newspapers.

OBIT — Obituary, a biographical account of a person's life, published at the time of death.

OP-ED PAGE — Means "opposite the editorial page". The Tribune-Herald uses this page to print letters from readers, articles by columnists and other non-news features.

PASTE UP — Sheet of newspaper-page-size paper with stories, pictures in halftone form, ads and artwork pasted on from which the printing plate is created photographically.

PLATE — Sheet of synthetic material containing the image to be printed as a newspaper page.

PUBLISHER — Chief executive of a newspaper.

RELEASE — To specify the publication date of a story; to issue information.

REVIEW — Account of an artistic event which offers a critical evaluation, the opinion of the writer.

REWRITE — To write a story again to improve it; to write a story that has already been written somewhere else; to write a story from facts given by another reporter over the telephone.

RIM — Where copy editors work; formerly the rim of a rounded desk with the chief copy editor or news editor seated in the center or "slot" of the inside curve of the desk.

R.O.P. — Run-of-paper news and advertising appearing in any position convenient to the makeup of the paper.

SCANNER — An optical character reading device which converts typewritten copy to electrical impulses used to operate typesetting equipment.

SOURCE — Supplier of information.

SUBHEAD — Small headlines in the body of a story to break the monotony of a solid column of type.

STET — A proofreader's term meaning "let it stand, disregard change indicated."

SYNDICATED FEATURES — Material such as comics, advice columns, etc. supplied nationally to newspapers by news syndicates.

TABLOID — Newspaper with five-column pages; usually half the size of a traditional page. The Tribune-Herald's Sunday "Startime" section is a tabloid section.

TIP — Suggestion for a possible news story or feature.

TYPO — Short for "typographical error", a mistake made during production of a story or ad.

UPI — United Press International wire service.

VDT — Video display terminal. A device connected to computer consisting of a keyboard and a screen on which copy can be displayed for editing, correcting or entering. Referred to as a "tube".

WIRE COPY — News material that comes into the newspaper office via teletype or wire services such as Associated Press or United Press International.

WIRE PHOTO — A photograph transmitted by telephonic or telegraphic equipment.

WIRE SERVICES — News-gathering agencies such as AP and UPI which gather and distribute news to subscribing newspapers.

"30" — End of copy; traditionally put at the end of each news story or feature. In today's computerized newspaper plants, the symbol also signals the computer that one unit of type is completed.

DENNIS THE MENACE **Hank Ketcham**

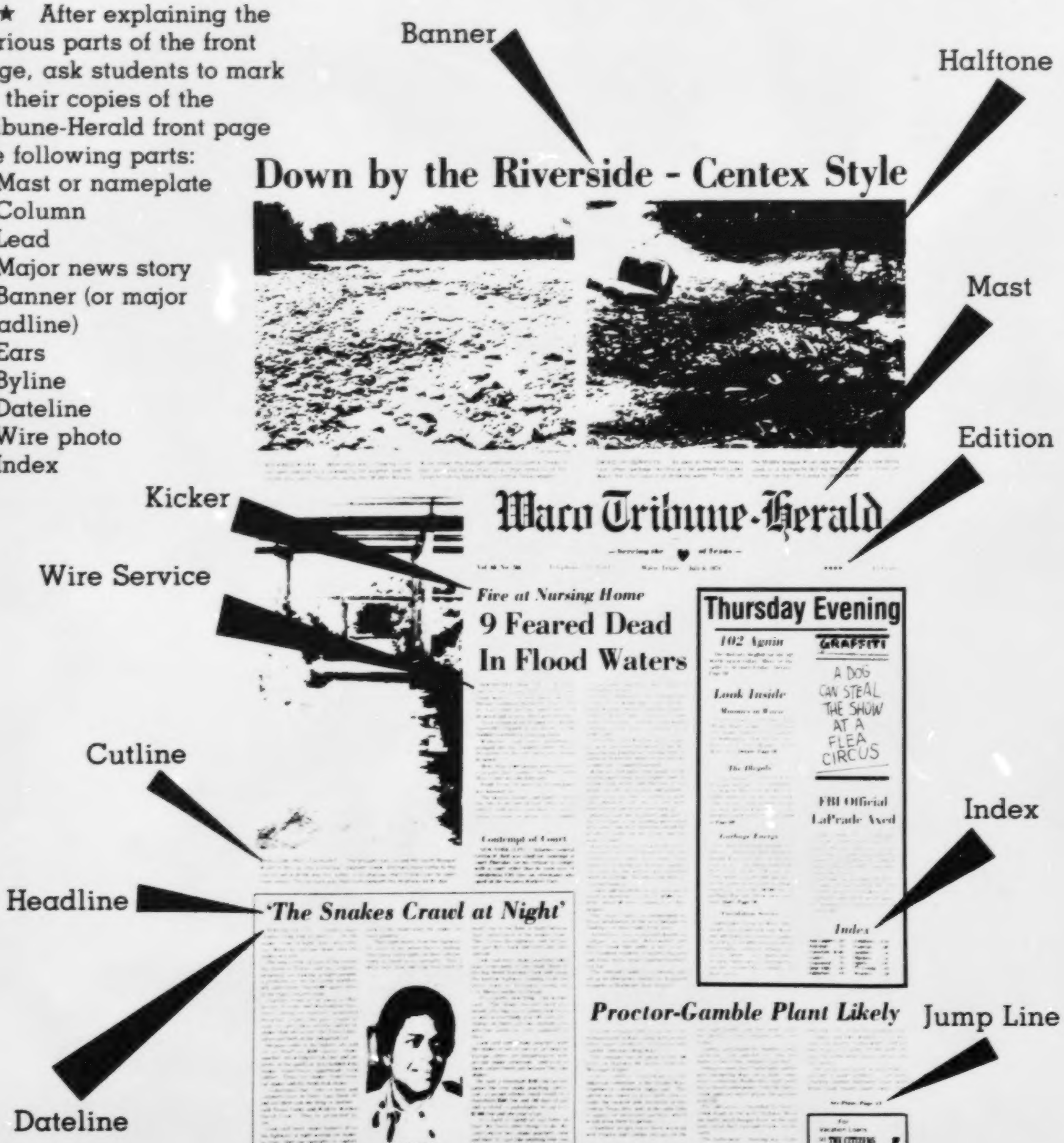
MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

"SURE, JOEY...YOU KNOW WHAT MUSHROOMS ARE! THEY'RE THOSE LITTLE ROUND THINGS THAT GROW ON TOP OF A PIZZA!"

Studying the Newspaper

★ After explaining the various parts of the front page, ask students to mark on their copies of the Tribune-Herald front page the following parts:

Mast or nameplate
Column
Lead
Major news story
Banner (or major headline)
Ears
Byline
Dateline
Wire photo
Index


Banner
Halftone
Mast
Edition
Kicker
Wire Service
Cutline
Index
Headline
Jump Line
Dateline

Down by the Riverside - Centex Style

Waco Tribune-Herald

Fire at Nursing Home

9 Feared Dead In Flood Waters

Contempt of Court

Thursday Evening

102 Again

Look Inside

GRAFFITI

A DOG CAN STEAL THE SHOW AT A FLEA CIRCUS

FBI Official LaPrade Axed

Index

'The Snakes Crawl at Night'

Proctor-Gamble Plant Likely

★ Encourage students to make a chart showing the kinds of pictures and articles they would expect to find in each section of the newspaper.

★ Tell students to follow a news story for several days and make a bulletin board display that shows how the story changes in location on the page, in location in sections of the paper, in space covered. Ask them to explain why the changes took place in the way the editor displayed the progressing news story.

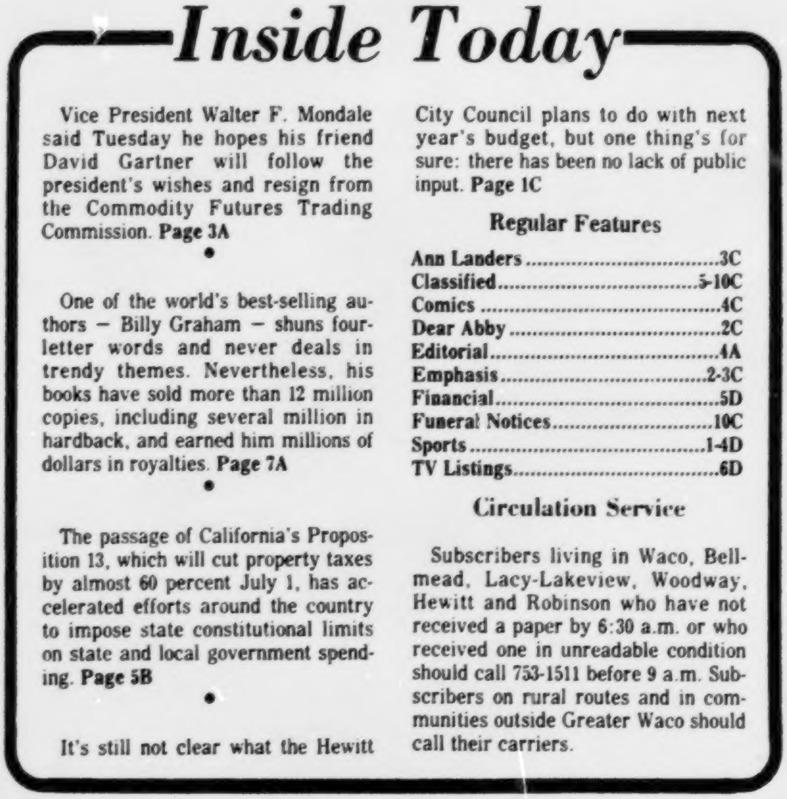
★ Have the students measure the number of inches covered by local news, state news, national news, and international news over a certain period of time. Compare this with the number of inches covered by advertising, feature stories, sports stories and comics.

★ Discuss with the class what a "column" is. Then let them keep a list of all the feature columns that appear in the Tribune-Herald each week. Make sure they include columns on sewing, health care, consumer help, advice, humor, politics, animals, hobbies, gardening, etc.

★ Select some students to study the wire services used in the Waco Tribune-Herald and make a report to the class on such agencies.

★ Teach the students how to use the Tribune-Herald daily index on page one. Let them practice using the index to find things quickly in the paper. Perhaps the students would enjoy a race to see who can find information the fastest by using the index.

★ Lead in a discussion about the Sunday Waco Tribune-Herald. Let the students discuss the additional sections and features of this paper. Encourage them to determine why there are differences in the Sunday and daily editions and to list what they would like to see in the newspaper. The Tribune-Herald would like to receive their comments. Send them to the NIE Coordinator, Waco Tribune-Herald, Box 1100, Waco, 76703.



Inside Today

Vice President Walter F. Mondale said Tuesday he hopes his friend David Gartner will follow the president's wishes and resign from the Commodity Futures Trading Commission. **Page 3A**

•

One of the world's best-selling authors – Billy Graham – shuns four-letter words and never deals in trendy themes. Nevertheless, his books have sold more than 12 million copies, including several million in hardback, and earned him millions of dollars in royalties. **Page 7A**

•

The passage of California's Proposition 13, which will cut property taxes by almost 60 percent July 1, has accelerated efforts around the country to impose state constitutional limits on state and local government spending. **Page 5B**

•

It's still not clear what the Hewitt City Council plans to do with next year's budget, but one thing's for sure: there has been no lack of public input. **Page 1C**

Regular Features

Ann Landers	3C
Classified	5-10C
Comics	4C
Dear Abby	2C
Editorial	4A
Emphasis	2-3C
Financial	5D
Funeral Notices	10C
Sports	1-4D
TV Listings	6D

Circulation Service

Subscribers living in Waco, Bellmead, Lacy-Lakeview, Woodway, Hewitt and Robinson who have not received a paper by 6:30 a.m. or who received one in unreadable condition should call 753-1511 before 9 a.m. Subscribers on rural routes and in communities outside Greater Waco should call their carriers.

★ Organize a group discussion about the different kinds of advertising used in the Waco Tribune-Herald: local, national, and classified. Discuss ways each type is used. What items and services are best advertised by each kind? What are the major purposes of newspaper advertising? Why does the newspaper run ads?

★ Encourage students to read some of the obituaries in today's paper. Ask them why the paper prints such stories. Suggest that they each write an obituary that might be printed about them in another 80 years. What would they like to accomplish? How would they like to be remembered?

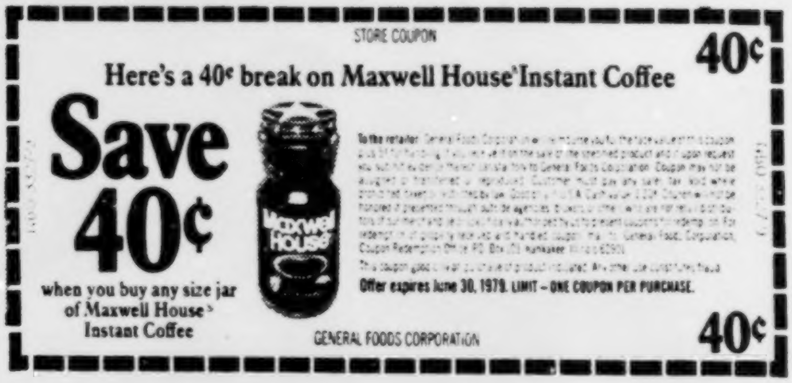
★ Have students write papers explaining ways the newspaper can be of help to different people. For example, you might include:

Students
Doctors
Homeowners
Job seekers
Parents
Mechanics
Sales people
Businessmen

Sale ends Saturday, July 8th.

Sale quantities limited to stock on hand

Big 3-day Sale



STORE COUPON

40¢

Here's a 40¢ break on Maxwell House® Instant Coffee

Save 40¢

when you buy any size jar of Maxwell House® Instant Coffee

Offer expires June 30, 1979. LIMIT – ONE COUPON PER PURCHASE.

GENERAL FOODS CORPORATION

40¢

WELDERS

Did you make at least $10,000 in 1977? If not and you are experienced in building horse, stock or similar trailers, contact us for an interview. Clifton Metal Products, 2001 E. Loop 820 South, Fort Worth, Texas. 817-451-5228.

MACHINIST

For air conditioned shop near Meridian, Texas. Experience preferred. 817-635-4301.

PLUMBERS WANTED

Permanent position service in new construction AAA Plumbing, Corsicana, Texas. Call 214-872-5833, after 6 call 214-872-6148.

73—BETTER THINGS TO EAT

CUCUMBERS, Peaches, Tomatoes, cantaloupes. 829-9600.

U PIK ROASTING EARS
QUANTITY DISCOUNT
662-0212

1 BR UNFURN. Apt. Stove, refrig, evap. cooler, water & elec. pd. $120 mo, $60 dep. 6 mo. lease. 752-3900.

NEW 1 BR Unfurn. Apts in Elm Mott. Appliances furn, $160 mo. + bills. $100 dep, 6 mo. lease. Avail. July 1st, 829-1012, 822-1426, 829-1971.

DUPLEX

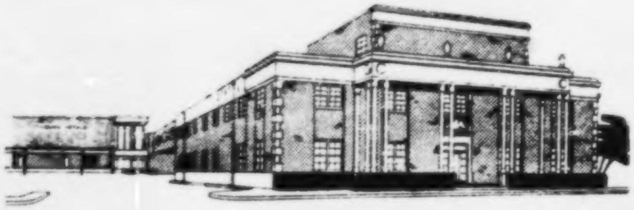
2 BR, LR, All carpet, tile ba & Kit, CH&A. Covered pk, stove & refrig, no children or pets. $170 + bills. 1 blk shop ctr. 4019 Huaco Lane, 752-5982.

LOOK! LOOK!

4 plex, 2 BR, LR-DR, Furn, kitchen, large bath, front & back porch, upstairs cov/parking no bills pd. $125 per mo. Lady or couple only. 2215 Sanger, 753-4161 or 753-5107.

53—JEWELRY, DIAMONDS

SPECIAL. You save money. Diamond rings, Pendants, Earrings. Ray Moran, The Golden Triangle.



★ After a complete study of the newspaper and how it is printed, plan a field trip to the Tribune-Herald offices at 900 Franklin. Tours, complete with a slide show, may be arranged through the Personnel and Employe Relations office.

★ Have students name some of the beats covered by Waco Tribune-Herald reporters. Ask them to pretend they are reporters and tell what beat they would like to cover and why.

★ Allow students to imagine they are the city editor of the Tribune-Herald. What beats would they want covered for the day? What news stories would they expect to be most important today? Why? What special assignments would they give to the reporters who work for them?

★ Tell the students to find a news article about an issue with two definite sides. Divide the class in half. Let half the class list major points on one side of the issue, the other half list points on the opposing side. Let the class decide how great the disagreement is between the two sides.

★ Following through on the above exercise, ask students, still organized on the opposing teams, to write letters to the editor supporting their side of the issue.

★ Choose a national issue in the newspaper that you think will continue to be in the news often. Let the class follow the issue for a week or more and clip stories each day for a bulletin board display. At the end of a week, ask pupils to write a news summary of the week's events.

★ Ask students to find five stories from different cities in Texas. Then find five stories from different states and five stories from different countries. Let them locate each of these cities, states, and countries on a map.

★ Tell students there are several different types of newspapers: weekly, daily, community, shoppers, special purpose and organizational. Let them list ways these kinds of papers are alike and different.

★ Ask students to each select a famous journalist, research his life and write a report (or give it orally). A bulletin board display could go along with this activity.

★ If possible, have a newspaper employe to speak to your class and allow students to question him or her about the job's duties, training required, problems involved, and any other questions that interest them.

★ Ask students to state preferences about being a reporter who writes objective news stories or editorial writer who writes opinion. Ask them to think about what things these two types of writers have in common and what differences there are in the two types of writing. Students can then be asked to defend their choice in speeches before classmates.

Med School Must Admit Him

Supreme Court Rules In Favor of Bakke

★ Have students watch the paper for articles about judges and courts for two weeks. Ask them to make a list of all the different courts mentioned. When the Supreme Court hands down decisions, newspaper reports of their rulings make interesting bases for discussion groups, panel discussions or essay assignments relating to law and its influence on each of us.

★ Tell students to find a newspaper article about each of the following:

A meeting of a government agency
A press conference
A disaster or unexpected happening
The schools

★ Let pupils analyze each news article in one edition of the Tribune-Herald by determining the source of information in the article. Ask them such questions as: Is the source clearly identified? Strongly implied? Vaguely implied? Practically impossible to determine? Which article do they find more credible? In which of the above categories do most articles fit?

★ Let students pretend they are publishers of the Tribune-Herald. Ask them: Into what sections would you divide your paper? What types of articles would appear in each section? Are there areas not covered in the Tribune-Herald now that you would include? Are there areas you would omit?

★ Ask students to make charts showing examples of vocabulary variations that appear in different sections of the paper. For example, the jargon used by the food editor and the sports editor is different.

★ Tell students to find examples of editorials that are written to: inform the reader, interpret news for the reader, entertain, and influence.

★ Obtain front pages from several major Texas newspapers for the same day. Post the pages on the bulletin board and have students compare the emphasis put on various articles in each paper. Is there a difference in the amount of local and national news given front-page coverage in the papers? How does each newspaper make use of artwork? How does the size and type of print used in headlines vary from paper to paper? Are there dramatic differences in layout of the pages?

★ Encourage students to make a mural or booklet that could be used to teach a younger child the steps involved in printing a newspaper. Let them start with assignment of the story to a reporter and proceed through the paper being delivered to a reader's home.

Waco Revolt

Committee Wants Fellow Taxpayers to Meet at Monday Rally

Briscoe Wants Taxes Sliced by $1.6 Billion

Ford All For Tax Revolt

★ Have students determine the amount of space used for government news. How many column inches are used daily to cover the various parts of local, county, state and national government? Does this amount fluctuate from day to day over a two-week period? Which area commands more space?

★ Have each student decide on a topic important to him, examine the available facts and determine where he stands on the topic. Then each student can write an editorial (and perhaps draw an editorial cartoon) about the topic.

★ Ask pupils to study the style of sports writers for several days, then write a parody of an event such as a class session or the cafeteria at lunch by using the style and jargon of sports writers.

★ Work with the class to develop a complete list of reasons people might have for reading a newspaper.

★ Let each student assume the role of an advertising salesman or artist in the ad department. Pretend a customer has just asked them to create a full page ad to promote an increase in summer school attendance. Have them create display ads to meet the "customer's" needs.

★ Have students bring pictures of personalities in the news to be placed under a bulletin board caption such as "Who's Who in the News?" List the names identifying the pictures, but not in order, and see if the class can match names with pictures.

★ Help students locate an editorial, news story, editorial cartoon, or another syndicated article that takes the opposite stand of a syndicated item in the same paper. Let students explain the difference in stance and evaluate the objectivity of the editor by the variety of viewpoints expressed in his paper.

★ Ask students to examine the varieties of tone, style, and grammatical usages in the various sections of the newspaper. They can select, cut, mount, and label an example of one article from each of the types of news writing for a bulletin board display.

★ Encourage students to find an editorial cartoon they do not understand. Let the class try to figure out the meaning. List some questions students would like to ask the cartoonist.

Letters From Readers

★ Encourage students to read all the letters to the editor over a one-month period and answer such questions as: what are most of the letters about? are there compulsive letter writers? are more letters from men or from women? do some topics appear often? what have they learned about letter writers and the world in general from a month of reading this column?

★ Encourage students to read letters from readers for a few days and choose one that they feel strongly about. Have them write a letter containing their opinion in response.

★ Have students search the letters to the editor for a letter that is different in tone from those in which people state opinions. Perhaps someone has written to give information or to seek help. Have them discuss the advantages of a column open to readers and to determine how they would feel if the Tribune-Herald stopped printing letters from readers.

★ Let students keep tabs on whether more letters to the editor are about local issues, national issues, international issues, religious or ethical issues.

Cause for Pride

To the Editor:

The eleventh annual meeting of the Beautify Texas Council was the culmination of a year's planning, and it resulted in a surge of pride in our city which will be felt for a long time.

Just as the work of that organization is volunteer – based throughout the state, it was local volunteers who combined their talents to put on a beautiful, functional and fun-filled convention.

Undergirding the volunteers was the guidance of our pro convention promoter, Dave Ferguson, and the staff at the Convention Center.

Also, we could not have had a smooth-running meeting without the help and expertise of the Planning Dept. of the City of Waco. They worked early and late and saw to it that the people who came would remember Waco as a city to brag about.

We are particularly indebted to the Waco Tribune-Herald for the fine publicity.

Mrs. Carroll W. Sturgis
Waco

Gavel Mystery

To the Editor:

The article appearing in last Sunday's paper concerning "Old Stone Fort" was of particular interest to me and I am wondering if perhaps some other of your readers can also help shed light on a mysterious occurence.

Last year, while rummaging through a desk drawer at the YWCA, I found a wooden gavel which, from appearances, seems to be rather old. Around the head of the gavel is a plain pewter or tarnished silver band inscribed: "Mrs. J. B. Holmes – To S.C.R. Chapter – Old Stone Fort 1778." No one at the YWCA knows how this gavel came into our possession nor, up until now, where this Fort was located. Obviously we are intrigued by the mystery. What is the SCR Chapter; how old is the gavel; who is Mrs. Holmes and through whom did the gavel find its way to the YWCA?

If, within my desk drawer there lies a gavel of significant historical value, naturally the YWCA would like to see it preserved and in its rightful place.

Can anyone enlighten us? Our YWCA number is: 753-7334.

Mrs. Colleen Staton
Executive Director
YWCA

Holiday Statistic

To the Editor:

A holiday statistic that will not be recorded:

Late Sunday morning, July 2nd, on Old Willow Grove Road off of 107, outside of Moody, a white station wagon came zooming down. On this newly paved country road Kizzy was killed. She was a sweet loving dog, happily following her master – 13-year-old Bill Storey, who was bicycling home.

The wagon struck and kept on going, without even slowing down, much less stopping to render aid to the dog or the heartsick boy. What a day to remember.

Mrs. Wm. Farhie
Moody

Taxpayer Concern

To the Editor:

Two recent stories in the paper show very clearly why taxpayers are getting fed up.

Last Sunday's paper told of T.S.T.I. auto mechanics students sweating all summer in a room with a broken air conditioner, which got fixed the minute John Hill wanted to use the room for a speech.

A few days before that we read of Mental Health Center patients getting treatment in unbearably hot rooms, which the management finally decided to equip with evaporative coolers. At the same time, they raised the head man's pay to $30,000 a year. No doubt this well-paid executive has an air conditioned office. He said air conditioning was "too expensive" for the patients.

The point is that money shelled out by taxpayers for education and health gets siphoned off at the top and only pennies reach the people it is intended to help.

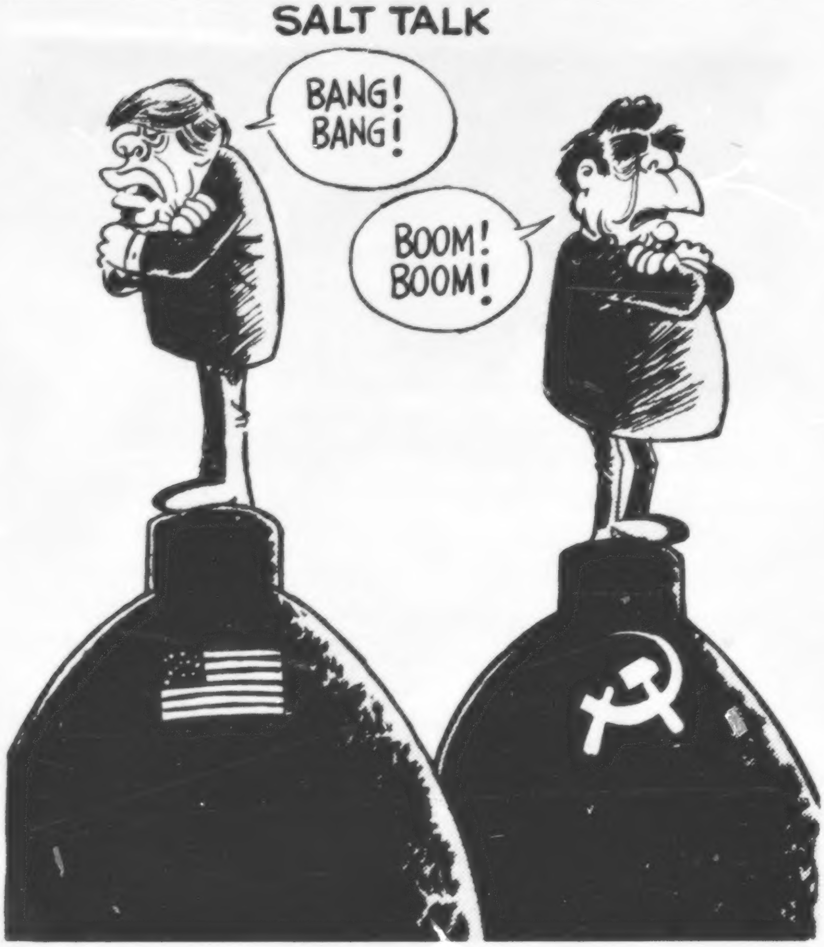
Ray Webb
McGregor

3-Digit Inflation

To the Editor:

Triple digit inflation is a reality in Waco! Box rent at the local post office was increased 100 percent, effective July 1, 1978.

R. H. Claypool
P.O. Box 1340


SALT TALK
BANG! BANG!
BOOM! BOOM!

★ Begin a discussion of "the right to privacy" with the class. Have they seen newspaper articles they felt were an invasion of someone else's privacy? What would they consider to be an invasion of their privacy? Let them collect tidbits from movie columns, features, etc. that they can list under "Things I Would Just As Soon Not Know."

★ Have the class define "loaded words" in news writing. Call their attention to a well-written news story and have them rewrite it using loaded words. For another exercise, the story can be rewritten using propaganda techniques.

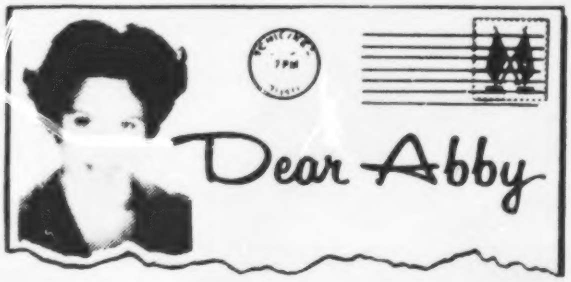
★ Start a collection of editorial cartoons of one cartoonist over a month or more. Mount the cartoons and let students point out ways the cartoons are similar; in other words, what is the cartoonist's "style"?

★ Help students study editorial page columnists in one edition. Do they try to make the reader laugh by making fun of something or are they very serious? Let them follow one columnist for several days. Does he or she ever change the approach being used? Let students try to figure out the method each writer uses to influence opinion.

★ Call students' attention to leads of three news stories. Then ask them to look at leads of three feature stories and to write the differences they find in the ways the two types of stories begin. In which do they find more colloquial words used? more humor? more emphasis on suspense or "teasing" of the reader before giving factual information? Ask them why writers do this.

★ Each student can identify a person in the news who particularly interests him, collect articles and pictures about this person for several weeks, then use the clippings to create a biography of that person.

★ Let students decide on a topic they would like to see investigated. Have them determine where they would begin an investigation if they were reporters, who they would interview, and where they think the investigation might lead.



(Ann Landers)

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Saturday on Television

Tonight's Highlights

7:30 ❽ ❿ Comedy Special - "Jackie And Darlene." Sarina Grant and Anna L. Pagan portray two women police officers who must deal with three young criminals.

Tonight's Movies

8:00 ❹ ❼ The French Connection - Gene Hackman, Roy Scheider, (1971). A ruthless New York cop and his partner, investigating an international narcotics smuggling ring, make one of the biggest busts in history

★ Cut the television schedule from the newspaper each day for a week. Let students circle the names of each program they watched during the week. At the end of the week, count the number of programs they watched. What kind of program did they watch most often? What station were most of the programs on? How much time did they spend watching television during that week?

★ Ask students to watch the local news on television, then read the local news in the newspaper the next morning. Have them write down any news they found in the newspaper that was not on TV. Did they find out more information about certain news events on TV or in the newspaper?

★ Have pupils compare the television sports coverage with newspaper sports. What are the advantages of each type of coverage?

★ Call the class' attention to the best-seller list on the book review page or in Startime. Let them put together a "best-seller" list from books the class has read.

★ Develop a critic's choice bulletin board. Each week let one student post a review of his or her favorite TV show, movie, or record album. Use newspaper reviews as models for writing the reviews.

★ Have students read the newspaper reviews of a movie or concert. Why do they think papers print reviews? Do the students regularly read movie reviews? Do they usually agree or disagree with the reviewer? Have a panel discussion about reviews.

★ After having students study reviews in the Tribune-Herald, have them write reviews of some movie or local event they attend.

★ Call students' attention to a newspaper review of a movie or concert. Ask them to underline in blue all the facts in the review. Have them underline in red all the opinions. What general statement can they make about reviews?

★ Have pupils analyze amount of space on the front page that is filled by pictures or other artwork. About how much of the whole paper is taken up by pictures and artwork?

★ Let a student clip all pictures and artwork from a single edition of the newspaper. Show the riddled paper to classmates. Would they like to read such a paper?

★ Have each student choose a news story and look at the headline. Let them write another for the story that is shorter than the original one, another that is longer. Remind them they must choose only the most important facts for the headline and they must try to encourage the reader to read the story under it.

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

PEANUTS

★ Divide the comic strips that appear in the daily paper into categories. Ask students which comics are about families or groups of people who are always together? Which are mostly about one person? Which have one person who holds the strip together but sometimes fades into the background? What other type comics are there?

★ Have students compare comic strips that are made up of several frames that tell a story with comics that have only a large drawing and words written below the picture. Which do they like better and why? Let them try drawing comic strips.

★ Reverse the above procedure and have the class cut out "bad news" articles and make a matching poster.

★ Encourage students to observe the style of comic strip artists by collecting several by one artist. Let them figure out what makes this artist's comics different from all the other comics in the newspaper.

★ Let students find comic strips that are not funny, tell why people read such comics, and decide which they like better and why.

★ Turn students into "comics researchers". Let them find out: where cartoonists get ideas? how do they get started drawing a particular character?

★ Encourage comics enthusiasts to find information in the library about their favorite cartoonist. Let them write him a letter, if they choose.

★ Let each student select two favorite comic strips and make a list of the ways they are alike and different.

★ Ask students to find a long story and pretend they are the editors who must edit the story to make it shorter. Compare their edited stories and ask each student to defend his or her editing.

★ Let students cut out stories, headlines, and pictures from a page of the newspaper and rearrange them to make different page layouts. Have the class discuss which layouts they like best and why.

★ Have the class find examples of headlines that: use humor, contain a pun, tease, use an abbreviation or nickname, contain a person's name, describe a person or his job but does not give a name.

★ Put examples of different type faces side by side. Which do pupils think are attractive? ugly? old-fashioned? modern? awkward? graceful?

★ Let students use their creativity to do a front page layout, using stories and headlines they have cut from an entire edition of the paper. Why did they choose the stories they did? Let them compare their layouts with classmates'.

★ Call students' attention to the names of the paper's different sections. Ask them how well they think these names suit. If they had to rename the sections, what would they call each of them? They also could design logos for their new sections.

★ After the class has toured the Waco Tribune-Herald plant, have them make a fold-out mural of how the newspaper is printed and explain the mural to a lower grade level.

★ Tell students to make a chart showing all the people who work to put out each edition of the newspaper. Let them write a few words below each name telling what part of the job each of the people is responsible for.

★ Invite a newspaper carrier to speak to the class about his or her experiences on the job. Let students prepare questions ahead of time that they would like to ask.

★ Call students' attention to type that is set: on a diagonal, vertically, in all capitals, in upper and lower case, in all lower case. Let them discuss which kind of type is easiest to read and which is hardest.

★ Tell students to find newspaper ads that appeal to each of the following:

Fashion consciousness
Thriftiness
Luxury
Snob appeal
Durability

★ Have students find ads that emphasize:

New product availability
Product usefulness
New use for an old product
Brand name identification

★ Assign students to find the amount of space used for ads in one issue of the newspaper. What percentage of the entire paper is ads? Why do papers run ads?

★ Have pupils scan classified ads each day for a week. Ask them: which day has the most ads? why? what category seems to have the most ads?

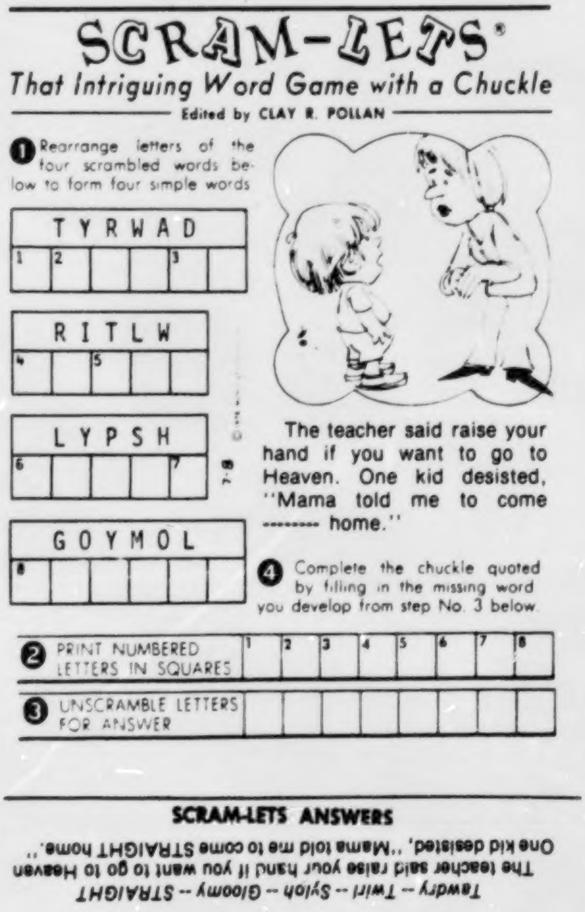
MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

THE JACKSON TWINS

★ Ask pupils to cut out all the word games and puzzles that appear in the newspaper for one week. Which is their favorite type? Whis is the easiest? Why do they think games are put in the paper? Let them make up word games of their own that they would like to see in the newspaper.

★ Let students pretend to be roving photographers for the Tribune-Herald. What pictures would they take? Why?

★ Stimulate the class to discuss why newspapers must run both good and bad news. Why do they think more bad news sometimes appears in newspapers?



SCRAM-LETS®

That Intriguing Word Game with a Chuckle

Edited by CLAY R. POLLAN

❶ Rearrange letters of the four scrambled words below to form four simple words

TYRWAD

RITLW

LYPSH

GOYMOL

The teacher said raise your hand if you want to go to Heaven. One kid desisted, "Mama told me to come -------- home."

❹ Complete the chuckle quoted by filling in the missing word you develop from step No. 3 below.

❷ PRINT NUMBERED LETTERS IN SQUARES

❸ UNSCRAMBLE LETTERS FOR ANSWER

SCRAM-LETS ANSWERS

Tawdry -- Twirl -- Sylph -- Gloomy -- STRAIGHT

The teacher said raise your hand if you want to go to Heaven. One kid desisted, "Mama told me to come STRAIGHT home."

★ Allow students to write newspaper publishers in other cities and ask for copies of their newspapers. Then ask them to compare these papers to the Waco Tribune-Herald. Call their attention to similarities and differences in:

Appearance
Editorial tone
Various sections
Syndicated and local columns
Wire services used
Advertising

★ Encourage the class to define "good news" and to find as many good news articles as they can in one edition. Make a good news poster.

★ Help students find a news story that would have been easier to understand if it were illustrated by a chart or graph. Let them try drawing the artwork they think would have been most appropriate.

★ Have students rewrite this Thomas Jefferson quote: "Were it left to me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate for a moment to prefer the latter."

Organize a debate using this quote as the argument for one side. Ask the other side to argue that it is no longer true because we now have TV and radio.

★ Let each student prepare a classified ad for something he or she wants to buy and another for something he or she wants to sell.

★ Find out the rate for Tribune-Herald classified ads and let the students figure how much the ads they created in the exercise above would cost if they ran them for three days, for a week, for a month.

★ Let students find unusual classified ads. Perhaps they would enjoy a contest to see who could find the strangest ad over a week or month.

★ Let each student assume the role of an employer and write a classified ad for a job that needs to be filled.

★ Have older students prepare a classified ad they might run seeking summer or full-time employment. They can figure the cost of this ad over varied time periods, also.

★ Assign pupils to clip some ads they do not like, figure out what would make the ads more effective and draw them over. The Tribune-Herald would be interested to see the results of this assignment.

CHURCH BUS
Blue & white, clean, 1964, V6, GMC, 44 passenger, 4 spd, $1500. 772-7772 or 772-6202, 6701 Bosque

1973 AIRSTREAM 27' AC, refrig, stove, Holding tanks. 756-0241

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75 CADILLAC
Coupe DeVille, AM-FM Stereo tape, good clean car. 754-0497

73 VW. Good cond, AC, AM-FM Radio, good tires, new belts & hoses. $1900. 754-6125 aft. 5

1975 PINTO Runabout, good cond, must sell by July 15, 45,000 mi, best offer. 510 E. Craven. 799-4581

77 TOYOTA Custom Coupe, factory AM-FM, air, radial tires, super condition, $3600. 772-1623

1974 MERCURY Marquis 9 passenger sta. wag, loaded, call Billy Joe. Day 836-4622, nite 836-4808

FOR SALE 75 Impala S.W. 9 pass, PB, PS, AC, Low mileage. 662-2598

BY OWNER
WOODWAY, NEW LISTING
Beautiful family home on 1/2 acre w/many beautiful trees, circular drive & fenced back yard. 3 BR, 2 Ba, LR, DR, Paneled den w/WBFP. Great neighborhood, walk to Midway Schools. Principles only
325 Fairway Rd. 776-2214

★ Encourage students to read the biweekly book review page in the Tribune-Herald. Let them write reviews of favorite books they have read, and read them to the class.

★ Discuss the difference between a lap dog and a watch dog with the class. Which do they think the newspaper should be? Why?

1977 SUNFISH SAILBOAT
Dilly trailer - $900
Also C.B. Radio 772-8208

LIKE NEW, Titleist golf clubs, D, 3, 4, 5 woods 2, 3, 4, 5, 6, 7, 8, 9 irons putter & bag. $225. 772-5153

SNIPE SAILBOAT
Trailer, New Sails, Covers
$1100. 776-3668

Reduced for quick sale. Ski, Fish, or cruise aboard this 17' glastron SWinger. 130 HP inboard/outboard, seats 10, vinyl top, permanent ladder, walk thru windshield. Price includes dilly drive on and ski gear. Must sacrifice now at $3495. Call 752-7747, 772-6138.

FOR SALE POOL TABLE
5/8" Honeycone bed
857-4616

HAY FOR SALE
See or call Herb Dietrich, Riesel, Texas 875-2218, call before 7 a.m.

WANT TO BUY Piano $65 or less, any cond. or type. Temple 1-774-9004

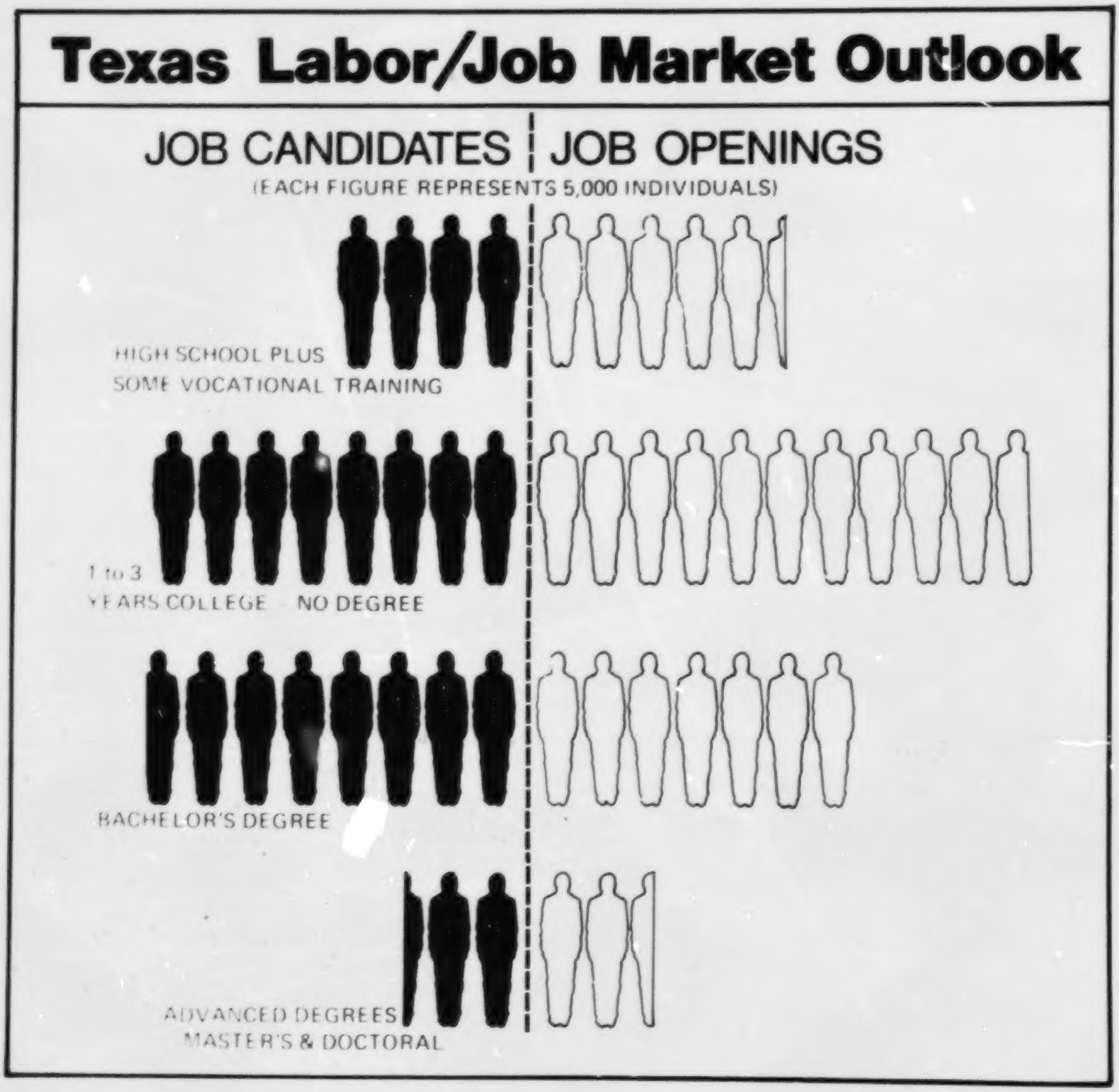
CARPET STEAM CLEANED
Living room & hall $14.95
Call 799-8756 or 799-5158

TRAMPOLINE
Size 4x6 ft. $85
Call 662-3761

NEW CLOCKS Reproduction of old clocks, good selection resonable. Closed Sun. 2300 Mitchell

★ Ask students to examine a copy of the Waco Tribune-Herald. Have them list the different sections in the newspaper, such as main news, sports, Emphasis (women's), Startime, Scene, senior page, business, etc.

★ Have pupils take a poll among classmates and their families. Have them ask each person what is his or her favorite section of the newspaper and report results to the class. They can include some of the reasons people chose the sections they did in their reports.



★ Direct students' attention to charts or graphs that go with news stories. Explain how the artwork makes the information in the story easier to understand.

(The Waco Tribune-Herald gratefully acknowledges the assistance of the Louisville Courier-Journal and Louisville Times, Lousiville, Ky., in formulating the basis for many of the preceding Newspaper unit ideas.)

Putting the Waco Tribune-Herald Together

It is the job of the news editor (sometimes called a copy editor) of a newspaper to determine which stories are the most important to his or her reading audience. The news editor puts the most important stories in the most important places in the paper, including page one.

The general rule is to put the edition's most important picture in the upper left hand corner of the front page and the most important news story of the day in the upper right hand corner of the front page. Newspapers are changing their front page makeup today, however, so this rule sometimes bends to allow the news editor to compose a more dramatic or eye-catching page. His goal in laying out each page is to attract the reader's eye—to make him (or her) read as much of the story, of the page, of the entire newspaper as possible. Therefore, today's news editor turns more to large pictures, intriguing headlines and the use of varied graphics, along with color, to add impact to his pages.

On the inside pages, advertisements are placed on the pages first. The news editor receives a "dummy" or a small-scale drawing of each page with the space marked out that is filled with advertisements. It is then his job to fill the remaining space, or "news hole" in journalistic terms, with the stories and pictures he believes his readers would most like to see.

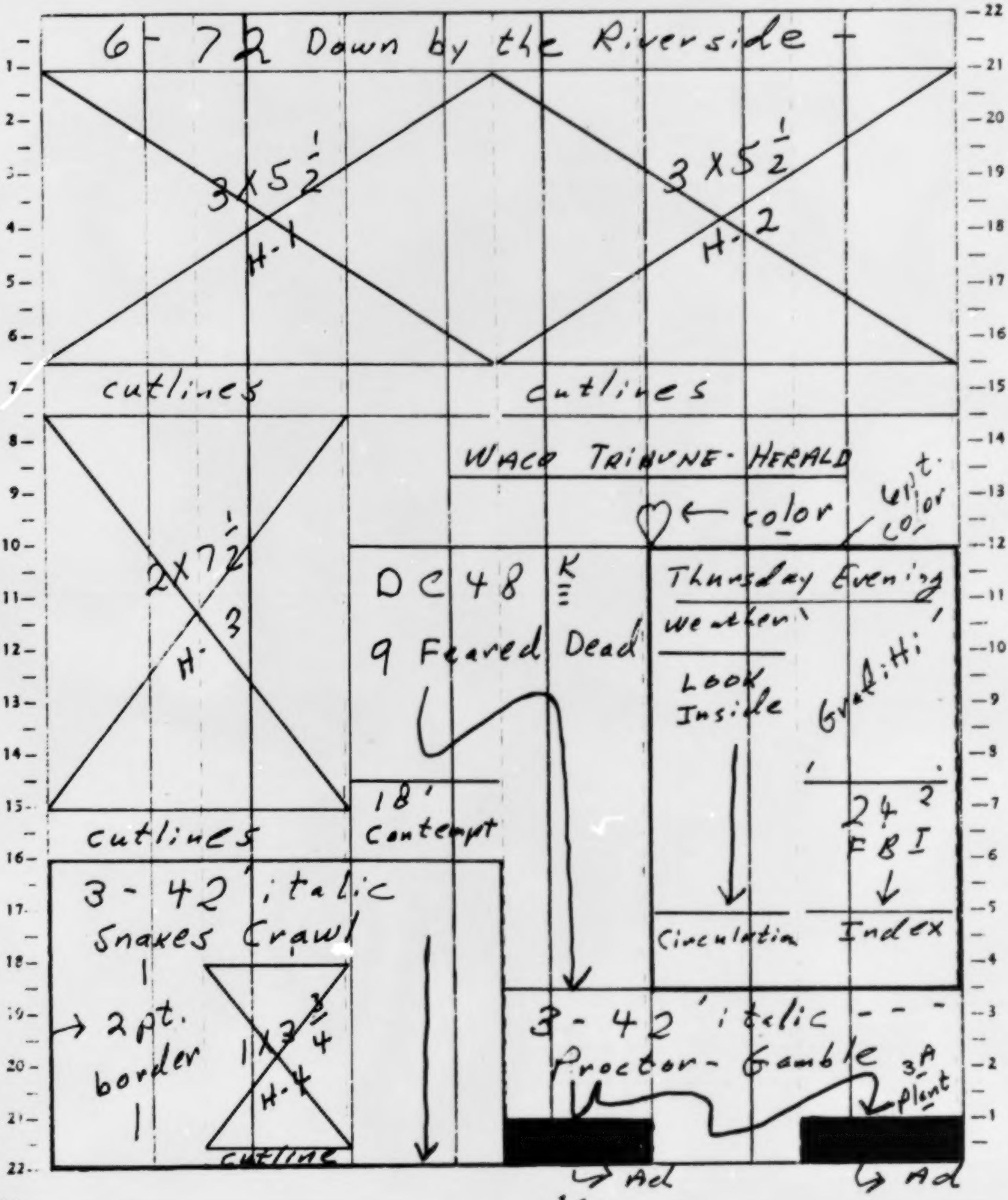
On the next page is a newspaper front page greatly reduced in size, accompanied by a "dummy" which the news editor used to tell the composing room staff exactly how to paste up the page.

NEWSPAPER

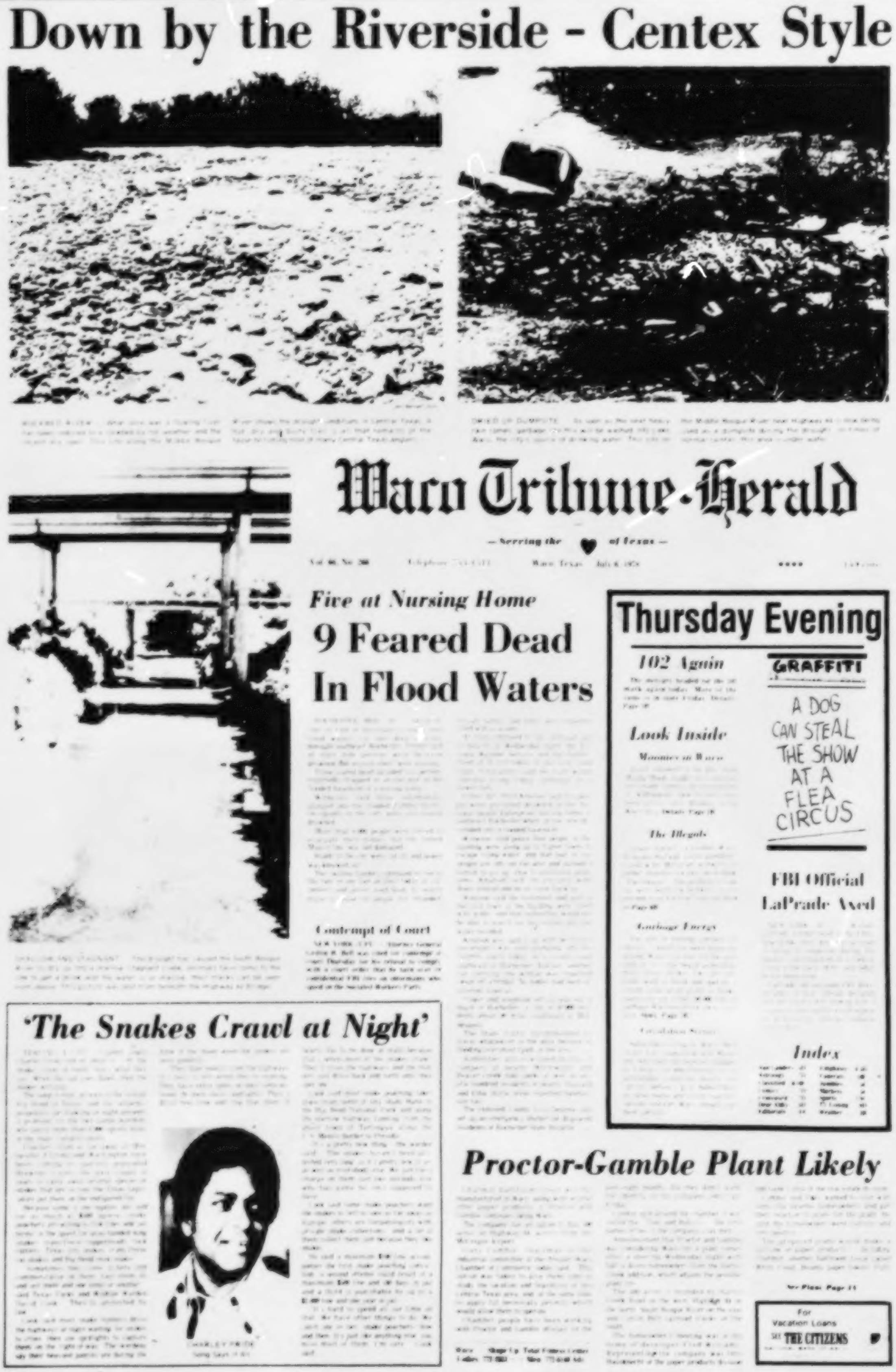
_____ Pages
_____ Columns
Folio Pi

MORNING [✓ EVENING] SUNDAY

Editorial Directions:
Accent Color: Red



6-72 Down by the Riverside -
3x5 1/2
H-1
3x5 1/2
H-2
cutlines
cutlines
2x7 1/2
H-3
WACO TRIBUNE-HERALD
← color
lt. color
DC48 K
9 Feared Dead
Thursday Evening
weather
Look Inside
Graf:Hi
24 2
FBI
Circulation
Index
cutlines
18' Contempt
3-42' italic
Snakes Crawl
2pt. border
1x3 3/4
H-4
cutline
3-42' italic
Proctor-Gamble
3A plant
Ad
Ad



Down by the Riverside - Centex Style

[illegible]

Waco Tribune-Herald

— Serving the ♥ of Texas —

Waco, Texas July 6, 1978

Five at Nursing Home

9 Feared Dead In Flood Waters

[illegible]

Contempt of Court

[illegible]

Thursday Evening

102 Again

[illegible]

Look Inside

[illegible]

GRAFFITI

A DOG CAN STEAL THE SHOW AT A FLEA CIRCUS

FBI Official LaPrade Axed

[illegible]

Index

[illegible]

'The Snakes Crawl at Night'

[illegible]

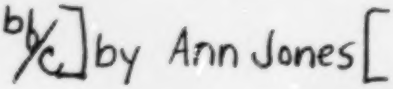
CHARLEY PRIDE

Proctor-Gamble Plant Likely

[illegible]

For Vacation Loans See THE CITIZENS

Be a Copy Editor



Center; Use Bold Face

Newspaper copy editors must read each reporter's copy carefully in an attempt to find all the mistakes. Sometimes there will be spelling errors; sometimes there will be mistakes in punctuation or grammar.

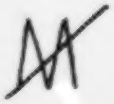
Because the reporter is usually in a hurry to turn the story in before a deadline, some of the mistakes are silly ones that anyone would notice. Others are less noticeable and harder to find.

When the copy editor sends the edited story to the composing room, there should be no mistakes in it. The corrected version is fed through a scanner, which scans each line and translates the story into computer language.

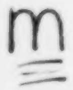
Electronic impulses flashed from the scanner to a phototypesetter are turned into newspaper type, justified flush left and right. This strip of type is carefully pasted onto a sheet of newspaper-sized paper called a grid sheet. Grid sheets are models of a daily newspaper page.

Next a large camera takes a picture of the completed grid sheet with ads, pictures and stories on it. The negative from this picture is used to make a flexible plastic plate of each page. The plates from all pages of each edition are put on the press and the press transfers the image from plate to newsprint paper.

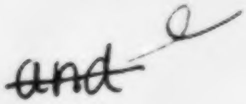
Since so much care is taken to have each story correct, there are never any errors in newspapers, right? WRONG! No matter how carefully each story is checked, some mistakes will happen. See if you can find errors in your copy of the Tribune-Herald. We hope you can't!



Lower Case



Upper Case



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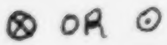

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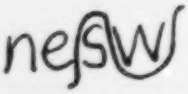
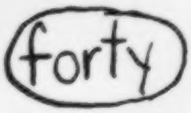
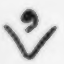


Transpose



Use Number



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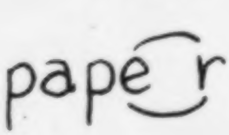
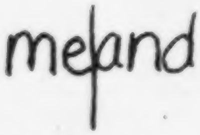
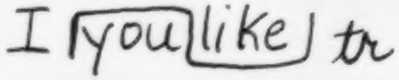


Join



Separate



Transpose Words

Use Your Editing Skills Here

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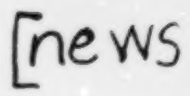
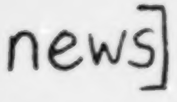
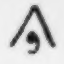


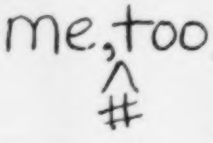
Flush Left



Flush Right



Insert Comma



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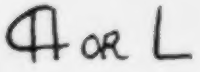
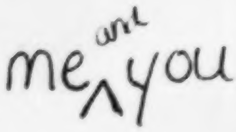


New Paragraph



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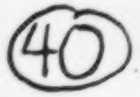

Write Out

It Should Look Like This

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TREASURE HUNT

Name of Newspaper ________________________

City________________________

Date ________________________

Number of Pages ________________________

Number of Sections ________________________

Name of Editor ________________________

Name of a Photographer ________________________

Names of Wire Services ________________________

Name of Sports Editor ________________________

Write the Headline ________________________

The Lead Editorial is About ________________________

Name of the Feature Section ________________________

Find a One-Quarter page ad ________________________

Page Index is on________________________

Crossword Puzzle ________________________

Word Game ________________________

Mention a Person in the News ________________________

A Place in the News ________________________

Where is the Waco Week Calendar? ________________________

Where can you look for a Job in the Newspaper? ________________________

What Section interests you Most?________________________

On what Page are the Comic Strips? ________________________

In what Section is Ann Landers? ________________________

TEACHER'S KEY: Answers to many of the Treasure Hunt questions vary from day to day and from edition to edition of the Tribune-Herald. Following are some current answers: Editor is Harry Provence; Photographers are John Bennett and Harvey Dicks; Wire services include United Press International, Associated Press, New York Times and Cox News Service; Sports editor is Dave Campbell; Feature section is Emphasis; Index is on page one; Waco Week calendar and Ann Landers are in the Emphasis section daily.

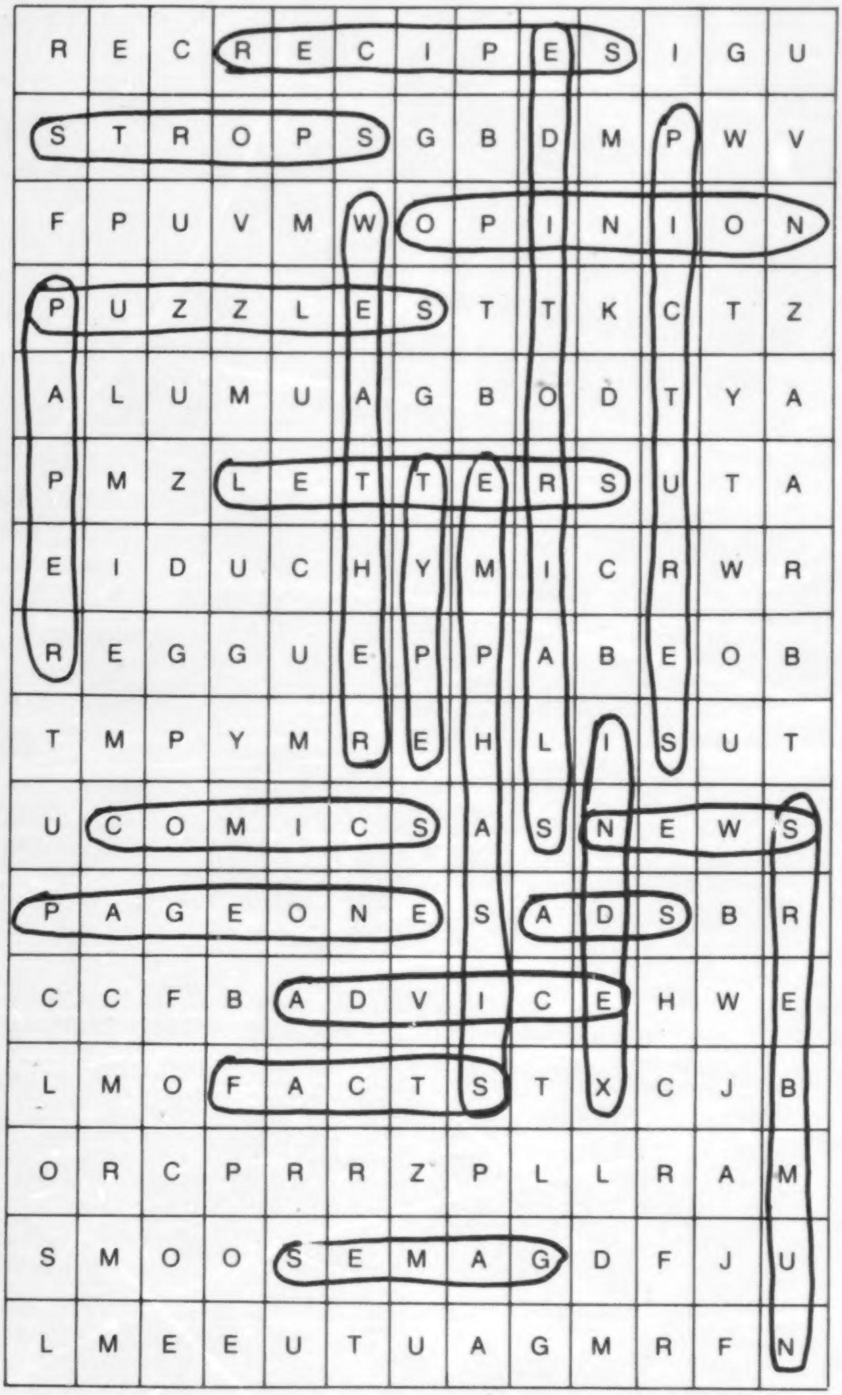
THE ANATOMY OF A NEWSPAPER

Directions: Locate and circle the following parts of a newspaper: page one, comics, sports, ads, pictures, type, paper, numbers, index, editorial, news, weather, facts, opinion, advice, recipes, games, puzzles, letters, Emphasis.

Remember: All these words are in the puzzle, and sometimes they overlap.

R	E	C	R	E	C	I	P	E	S	I	G	U
S	T	R	O	P	S	G	B	D	M	P	W	V
F	P	U	V	M	W	O	P	I	N	I	O	N
P	U	Z	Z	L	E	S	T	T	K	C	T	Z
A	L	U	M	U	A	G	B	O	D	T	Y	A
P	M	Z	L	E	T	T	E	R	S	U	T	A
E	I	D	U	C	H	Y	M	I	C	R	W	R
R	E	G	G	U	E	P	P	A	B	E	O	B
T	M	P	Y	M	R	E	H	L	I	S	U	T
U	C	O	M	I	C	S	A	S	N	E	W	S
P	A	G	E	O	N	E	S	A	D	S	B	R
C	C	F	B	A	D	V	I	C	E	H	W	E
L	M	O	F	A	C	T	S	T	X	C	J	B
O	R	C	P	R	R	Z	P	L	L	R	A	M
S	M	O	O	S	E	M	A	G	D	F	J	U
L	M	E	E	U	T	U	A	G	M	R	F	N

Teacher's Key



R	E	C	R	E	C	I	P	E	S	I	G	U
S	T	R	O	P	S	G	B	D	M	P	W	V
F	P	U	V	M	W	O	P	I	N	I	O	N
P	U	Z	Z	L	E	S	T	T	K	C	T	Z
A	L	U	M	U	A	G	B	O	D	T	Y	A
P	M	Z	L	E	T	T	E	R	S	U	T	A
E	I	D	U	C	H	Y	M	I	C	R	W	R
R	E	G	G	U	E	P	P	A	B	E	O	B
T	M	P	Y	M	R	E	H	L	I	S	U	T
U	C	O	M	I	C	S	A	S	N	E	W	S
P	A	G	E	O	N	E	S	A	D	S	B	R
C	C	F	B	A	D	V	I	C	E	H	W	E
L	M	O	F	A	C	T	S	T	X	C	J	B
O	R	C	P	R	R	Z	P	L	L	R	A	M
S	M	O	O	S	E	M	A	G	D	F	J	U
L	M	E	E	U	T	U	A	G	M	R	F	N

NEWSPAPER SCRAMBLE

People write me letters.	RETOID
I help people get jobs.	SIFIECSDAL DSA
I show wedding pictures.	PEMSHASI
I tell what I think.	LITODAIER
I show prices of clothes.	LIPSDYA DA
I tell what's happening.	REPSENPAW
Where to look in the paper.	NEXDI
Most important news.	NELEHADIS
For football scores.	TOPSRS
Written on me	REAPP
I come out.	LIADY
Paper rolls on me.	SEPRS

Answers: editor, classified ads, emphasis, editorial, display ad, newspaper, index, headlines, sports, paper, daily, press.

Hyphens

Newspaper people are frequently asked why words are sometimes hyphenated at unusual (and often incorrect) places. This problem we can blame on machines!

Computers, despite their vast capabilities, still aren't quite as smart as an educated human. Computers are programmed at the factory with "discretionary hyphenation" especially for newspapers. The programmers tell us that 98 percent of the time their programming works out.

But it's that other two percent of the time that worries our readers. For example, 98 percent of the time it is correct to divide a word between two "s's". Such as: dissatisfied. But the rule won't work in the word "truthlessness". And 98 percent of the time dividing a word after "th" is correct. Such as: truthfulness. But the rule won't work in the word "the" or "that" and these words sometimes come at the ends of lines.

In order to have our columns flush left and flush right, the computer must make all lines the same measure. Programmers are working hard to correct the problem in computers of the future.

How To Read a Newspaper

Few people actually read the newspaper in its entirety. Surveys report adults spend an average of 41 minutes with the morning paper, 46 minutes with the evening paper, and as much as 98 minutes with the Sunday edition.

To skim or scan is to look over quickly, and this is the secret of effective newspaper reading. Make use of the following steps in becoming familiar with the newspaper's format as skimming is put to use:

1. Read just the headlines on page one, the "show room" of the newspaper. These have been carefully selected for their importance. This will give an overview of the day's happenings? and should not take but a minute or two.
2. Page one features an index for ready reference and guides readers to the particular subject desired. Summaries on page one provide a brief report of the day's happenings.
3. Continue to move through the newspaper one page at a time, scanning the headlines, pictures, and advertisements. After having located the stories of interest, the reader can then go back through the paper and spend time with those of his choice.
4. Remember that most stories are written in the "inverted pyramid" style that gives fundamental facts in the first paragraph. While scanning, basic facts can be picked up in that first paragraph.

Also, keep in mind that:

1. Reading more than just the subjects of individual interest makes a person better informed.
2. It is important to differentiate between fact and opinion as the newspaper is examined. Allow the facts to aid in forming opinions.
3. Daily reading of the newspaper helps develop continuity in reading habits.

Quotations About Newspapers

I fear three newspapers more than a hundred thousand bayonets.

Napoleon I (Bonaparte)

The death of any newspaper anywhere leaves us all the poorer.

Nelson A. Rockefeller

. . .there is a terrific disadvantage in not having the abrasive quality of the press applied to you daily. Even though we never like it, and even though we wish they didn't write it, and even though we disapprove, there isn't any doubt that we could not do the job at all in a free society without a very, very active press.

John F. Kennedy

A good newspaper, I suppose, is a nation talking to itself.

Arthur Miller

(Freedom of the press) is a product of the American Revolution. There is not a member (of Congress) here who has not felt the criticism of the media. There are times when this criticism has not been just. But, not withstanding, neither is there anyone here who does not recognize that one of the safeguards of individual liberty is a free press.

Gerald R. Ford

None of the means of information are more sacred or have been cherished with more tenderness and care by the settlers of America than the press.

John Adams

We have the newspaper which does its best to make every square acre of land and sea give an account of itself.

Ralph Waldo Emerson

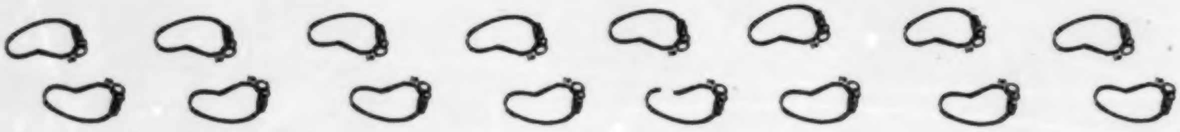
Let the people know the facts and the country will be safe.

Abraham Lincoln

A free press stands as one of the great interpreters between government and the people. To allow it to be fettered is to fetter ourselves.

Justice John Sutherland

Footnotes



NEWSPAPER

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132